

# 2019-2020 Charter Renewal Program Review

**Charter Renewal Application #000458**

**Sunrise High FKA Mavericks High Of Central Broward  
County**

**Location Code: 5481**

**Submitted To:**

Broward County Public Schools  
Charter Schools Management/Support Department  
Broward County Public Schools  
600 SE 3rd Ave.  
Fort Lauderdale, FL 33301

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**Submitted By:**

Martie Parker-Lovely

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**1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE**

# GENERAL

## A. School Information

School Type: **High**  
 Grade Levels: **[9, 10, 11, 12]**  
 School District: **Broward County School District**  
 Neighborhood / Community:  
 Organization Type: **Non-profit Corporation**  
 Sponsoring Entity: **Non-profit Organization**  
 Address: **424 W Sunrise Blvd Ft Lauderdale, Florida 33311-6211**  
 Phone: **(954) 446-9234**  
 Fax: **(561) 804-6712**  
 Web Site: **sunrisehigh.com**  
 Calendar Type: **Standard - 180 instructional days**  
 Educational Service Provider: **NorthStar Academies, Inc. (EMO)**

## B. Primary Contact Person

Name: **Martie Parker-Lovely**  
 Mailing Address:  
 Mobile Phone: **561-301-7511**  
 Alternate Phone: **954-446-9234**  
 Email: **mlovely@sunrisehigh.com**  
 Current Employer: **NorthStar Academies, Inc.**

## C. Attendance Projections

Grade Level	2010-11 Enrollment		2011-12 Enrollment		2012-13 Enrollment		2013-14 Enrollment		2014-15 Enrollment	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
9	28	28	28	28	29	29	31	31	33	33
10	58	58	58	58	59	59	61	61	63	63
11	93	93	93	93	94	94	96	96	98	98
12	251	251	251	251	252	252	254	254	256	256
<b>Total</b>	<b>430</b>	<b>430</b>	<b>430</b>	<b>430</b>	<b>434</b>	<b>434</b>	<b>442</b>	<b>442</b>	<b>450</b>	<b>450</b>

## D. Board Members

Name	Title	Contact Information	Current Employer
Adelman, Beth	Board Member	P: M: 12395714791 E: beth@bethadelman.com	
Aragon, Guillermo		P:	

Jaime	Board Chairperson	M: 4238295839 E: baragon62@gmail.com	
Lovely, Martie	Emergency Contact	P: 1954446923 M: 5613017511 E: mlovely@sunrisehigh.com	Sunrise High School
Paul, Ira	Board Treasurer	P: M: 13059650139 E: irapaul53@gmail.com	
Sears, Stephanie	Board Member	P: M: 5615313901 E: ssears@odysseymc.com	

# CHARTER SCHOOL RENEWAL INSTRUCTIONS

## 1. CHARTER SCHOOL RENEWAL INSTRUCTIONS

### Section Evaluation

No Action Required Rhonda Stephanik, 12/3/19

### Final Rating

No Action Required

### Attachments

#### Section 1: CHARTER SCHOOL RENEWAL INSTRUCTIONS

– No Attachments –

# CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

## 1. COVER SHEET

<b>Section Evaluation</b>	
<div style="display: flex; align-items: center;"> <div style="background-color: #cccccc; padding: 2px 5px; margin-right: 5px;">Complete</div> <span>Rhonda Stephanik, 12/3/19</span> </div>	<b>Final Rating</b>  <div style="background-color: black; color: white; padding: 2px 5px; display: inline-block;">Complete</div>

The Charter Renewal Program Review Cover Sheet is attached.

### Attachments

#### Section 1: COVER SHEET

1.1	<a href="#">Charter Renewal Program Review Cover Sheet</a>	McCoy, Pamela, 10/30/19 6:15 PM	PDF / 29.057 KB
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# SECTION BREAKDOWN

## 1. SECTION BREAKDOWN

### Section Evaluation

– *Not Rated* –

– *No Final Rating* –

Type content here...

### Attachments

#### Section 1: SECTION BREAKDOWN

– No Attachments –



# EXECUTIVE SUMMARY

## 1. Executive Summary

### Section Evaluation

### Final Rating

**Complete**

- Complete Joe Luechauer, 11/12/19
- Complete Allisyn Axelrod, 11/14/19
- Complete Sean Brown, 11/19/19
- Complete Cecilia Zereceda, 11/19/19
- Complete Lourdes Panizo, 11/19/19
- Complete Detra Adams, 11/19/19
- Complete Kim Punzi-Elabiary, 11/20/19
- Complete Reynaldo Tunnermann, 11/20/19
- Complete Laurie Steinberg, 11/21/19
- Complete Rachel Askew, 11/22/19
- Complete Celia Jimenez, 11/25/19
- Complete David Shelley, 11/25/19
- Complete Leyda Sotolongo, 11/25/19
- Complete Celina Chavez, 11/25/19
- Complete Louise Ball, 11/25/19
- Complete Matt Schroeder, 11/25/19
- Complete Debbie-Ann Scott, 11/25/19
- Complete Merylyn Johnson, 11/26/19
- Complete Hanne Rega, 11/26/19
- Complete Jill Young, 11/27/19
- Complete Brenda Santiago, 12/2/19
- Complete Rhonda Stephanik, 12/3/19

## **EXECUTIVE SUMMARY**

*The Executive Summary should provide an overview of what the charter school has accomplished over the last term of its contract agreement; how the charter school is adequately fulfilling its mission and vision; what concerns and/or deficiencies there are in the educational, financial and/or operational performance of the charter school and provide information on the charter school's goals for the next term of the charter agreement should the charter school be approved for renewal.*

*The Executive Summary should not exceed 1000 words*

### **Accomplishments**

Sunrise High School, formerly known as Mavericks High of Central Broward, provides a safe, positive and flexible learning environment for the unique student population it serves. Over the last four years of the current charter term, the school has shown significant academic improvement. As a result of utilizing effective academic programs and research-based instructional strategies, students have demonstrated increased performance on state assessments which has resulted in improved school improvement ratings. During the current term of the charter, Sunrise High School has increased its school improvement rating from "Maintaining" in 2016 and 2017 to "Commendable" in 2018 and 2019. Sunrise High School is one of 5 out of 18 alternative schools in Broward County to earn a "Commendable" rating for two years consecutively. Additionally, the school ranked second among the alternative schools in Broward County for "Total Points Earned" in ELA and Math learning gains during the 2018-2019 school year.

Recognizing the need to make academic improvement at the school, the Board of Directors, along with the newly-contracted educational service provider (ESP), EdisonLearning, set out to improve the quality of the school's educational program. With a proven track record of success in alternative education, Edison Learning implemented its proprietary Achievement Framework™, a "Whole School Design" that enhanced the learning environment while driving higher learning outcomes. Through the implementation of this framework, the school has established a learning environment that promotes student learning and success; implemented a robust and rigorous curriculum and provides ongoing training and professional development for the administrators and teachers.

### **Fulfillment of Mission and Vision**

The mission at Sunrise High School is to provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions. The school's philosophy is that every student, given the right tools, support and environment, can succeed and exceed expectations. With the proper resources, and the flexibility to adapt and differentiate instruction, Sunrise High School successfully involves students in the learning process and provides them with the right tools to successfully transition to the next growth opportunity they encounter.

Using 21st century technology and a focus on individualized attention, Sunrise High School offers students, who are challenged by the traditional approach to learning, the opportunity to earn a standard high school diploma. This high-tech high school provides students ranging in ages 15-21 a strong research-based curriculum and support for pursuing secondary education, a challenging profession, and/or a high-demand vocational career. The program includes a blended instructional model incorporating online courses combined with direct instruction by certified teachers; daily

targeted online reading instruction; evaluation of skill gaps in core academic areas; remediation instruction as needed; an individualized graduation plan; strong academic support and career guidance; career-related courses, regularly scheduled conferences with students to monitor progress; personal and social skills development; and life skills, values, and character education curriculum.

### **Concerns/Deficiencies**

Sunrise High offers a curriculum framework that enables students to learn at their own pace, allowing them to get back on track with the credits they need to graduate with a high school diploma. However, students must attend school on a daily basis to ensure academic progress through continuity of instruction. The Average Daily Attendance (ADA) for students at Sunrise High for 2018-2019, as reported in Data Warehouse, was 53%. Although increasing the daily attendance rate among overage students (many which are adults) at an alternative education high school is challenging, the school's target goal is to achieve an ADA of 65%. Sunrise High School is taking significant steps to improve student attendance as explained in the Educational Performance section of this document.

In previous years, Onsite Programmatic Reviews conducted by the District noted a need for improvement in implementation of the school's Comprehensive Research-Based Reading Plan (CRRP) with regards to the use of appropriate research-based curriculum materials and the allocation of sufficient instructional time. Other areas for improvement included the need to identify ESOL strategies in lesson plans and to document actions taken by the school with regards to the implementation of the Multi-Tiered System of Supports (MTSS)/Response to Intervention (Rtl) framework. As a result of specific actions and protocols followed by the school as part of a comprehensive action plan, these deficiencies have been corrected. Through targeted professional development, ongoing observations and close monitoring by school administration, substantial improvement has been made in the implementation of the school's comprehensive reading plan, the delivery of instruction for English Language Learners, and implementation of the MTSS/Rtl model.

### **Goals for the Next Term of the Charter**

During the next term of the charter, Sunrise High School will continue its focus on improving student attendance and student performance in reading and mathematics, with an emphasis on increasing the passing rate on state-mandated assessments required for graduation. The school has identified measurable goals for achievement in reading and mathematics which it hopes to achieve with the collaboration and support of the ESP, school leaders, teachers, and parents.

One of the key strategies the school will implement in order to achieve its academic goals is to review and improve teacher compensation and to ensure that teachers receive ongoing, high-quality professional development in the targeted areas of instruction. Effective professional development will enable teachers to develop the knowledge and skills they need to address the learning challenges associated with serving its targeted student population. School site leaders also will be required to participate in professional growth activities designed to increase their capacity as instructional leaders.

As previously stated, a key goal for the next term of the charter is to increase student attendance. In order for students to increase their chances of recovering credits and graduating from high school, they must attend school on a daily basis. The school has launched its "EARS" campaign, a comprehensive plan that focuses on improving enrollment, attendance and retention of students. The plan includes the participation of all stakeholders and addresses barriers faced by students that impact school attendance.

## **Attachments**

### **Section 1: Executive Summary**

– No Attachments –

# EDUCATIONAL PERFORMANCE

## 1. FEDERAL AND STATE ACCOUNTABILITY

<b>Section Evaluation</b>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Meets the Standard</td> <td style="padding: 5px;">Rachel Askew, 11/22/19</td> </tr> </table>	Meets the Standard	Rachel Askew, 11/22/19	<b>Final Rating</b> <div style="background-color: black; color: white; padding: 5px; display: inline-block; margin-top: 5px;">Meets the Standard</div>
Meets the Standard	Rachel Askew, 11/22/19		

## EDUCATIONAL PERFORMANCE

### 1. FEDERAL AND STATE ACCOUNTABILITY

#### **Federal and State Accountability:**

1. *AMO School Improvement Status*
2. *AMO Attainment*
3. *Subgroups Attainment of AMO (ESE, ELL, SED, Race...)*
4. *FCAT 2.0 (Reading Retakes)/ FSA / EOC Achievement*
5. *Annual Student Gains*
6. *Annual Gains of Students in the Lowest 25 Percent*
7. *Percentage of Students Tested*
8. *Relative Performance*
9. *School Grade (If available)*
10. *School Improvement Plan (If applicable)*
11. *300 Lowest-Performing Elementary Schools Plan (If applicable)*
12. *School Improvement Rating (If applicable)*
13. *Graduation Rate (If applicable)*
14. *Cohort Data (If applicable)*
15. *Industry Certifications (If applicable)*

#### **In narrative format:**

#### **A. Explain the charter school’s current School Improvement Status.**

Sunrise High School has demonstrated ongoing school improvement during the current term of the charter, **increasing** its school improvement rating from “Maintaining” in 2016 and 2017 to “Commendable” in 2018 and 2019.

○ **How has the school met the standards required for federal and state accountability?**

Sunrise High School has met the standards required for federal and state accountability each year by administering all state-mandated assessments in accordance with the testing protocols required by the Florida Department of Education and the Broward County Public School District. As required by law, the school has assessed its students each year and has earned the School Improvement Ratings of Maintaining or Commendable during each

of the past four years. Additionally, despite the challenges associated with testing all eligible students at an alternative education high school, Sunrise High School has been successful in testing a greater percentage of eligible students each year as shown below.

- 2018-2019: Commendable (**97%** of students tested)
- 2017-2018: Commendable (**98%** of students tested)
- 2016-2017: Maintaining (**86%** of students tested)
- 2015-2016: Maintaining (**67%** of students tested)
- 2014-2015: No SIR reported by FLDOE.

**NOTE:** Since the beginning of the Charter in 2014-2015 school year, Sunrise High School has increased the percentage of students tested by 45%.

- **If the charter school has not met these standards, what measures will be implemented for improvement?**

Sunrise High School has met the standards for federal and state accountability.

**B. Include the school's plan to increase and/or maintain its AMO status for the upcoming term of the charter.**

For the upcoming term of the charter, Sunrise High School will continue to increase achievement and learning gains in reading and math. To accomplish this goal, Sunrise High School will maintain and utilization of research-based instructional strategies to reach every student (as specified in Question C below). Sunrise High School will conduct a comprehensive review of student data from formative and summative assessments to assist staff in identifying students in need of additional support and interventions. Students who have not yet passed the Grade 10 FSA ELA required for graduation will be scheduled into an Intensive Reading class for 90-minutes daily. Using Direct Instruction and various research-based instructional strategies, teachers will differentiate instruction based on students' specific needs. Sunrise High School will address the needs of students performing below grade level in reading and mathematics through the Multi-Tiered System of Supports (MTSS)/Response to Intervention (Rti) framework in accordance with the guidelines and procedures followed by Broward County Public Schools. Teachers will use the district-recommended intervention programs to provide tiered interventions for students identified by the Problem-Solving Team. During daily direct instruction (DI) sessions, teachers will use research-based programs and additional resources (such as C-Palms) to enhance their lessons. Administrators will monitor instruction by reviewing lesson plans and conducting classroom walkthroughs. Sunrise High will provide incentives for teachers to earn reading endorsement.

**C. Identify any subgroups that did not achieve its AMO targets and how the charter school is using data to drive instruction to reach the students in this/these subgroup(s).**

The FLDOE last reported AMO results in 2014-2015. Sunrise High School works diligently to meet the needs of its at-risk student population. The FLDOE SIR accountability report for last year indicates that in 2019, 98% of students at Sunrise High School were classified as "Minority Students" and 80.4% of students were classified as "Disadvantaged." The school uses the results of state assessments to address the needs of all students within each of the school's student subgroups.

Sunrise High School utilizes data to drive instruction. The school implements the District's Comprehensive Reading Plan which includes a comprehensive reading curriculum and strategy set for those students who read below grade level to increase their reading ability.

Interventions are provided for students scoring at Level 1 and 2 on the FSA ELA. These students receive intensive instruction in the reading elements of phonemic awareness, phonics, fluency, vocabulary and comprehension. Reading instruction is provided through the *EdisonLearning e-courses* combined with teacher-directed reading instruction. State assessment data is used to identify students who require intensive reading instruction. FAIR assessment data and Reading Plus<sup>®</sup> data are analyzed to determine individualized, small-group, skills-based instruction needed by students within their Intensive Reading courses. The school also requires students to complete daily lessons on Reading Plus<sup>®</sup> to increase their literacy levels as well as to track student progress in increasing their reading levels.

Sunrise High School utilizes state assessment data to determine students' needs in the area of mathematics. The school uses Study Island<sup>®</sup> to provide individualized, supplementary math instruction for students and to acquire real-time data that assists teachers in identifying areas of weakness in order to provide targeted instruction. These students receive instruction on the Mathematics Florida Standard (MAFS) through a combination of computer-based instruction and teacher-directed instruction. The computer-based mathematics curriculum used is *EdisonLearning eCourses*. Math Nation is used to supplement mathematics instruction. Student progress in mathematics is monitored through Study Island<sup>®</sup> tests and *EdisonLearning eCourses* assessments. The computer-based curriculum is combined with scheduled, teacher-directed instruction that allows students to receive whole group and small-group direct instruction from state-certified teachers to support their individual needs.

○ **Include data and a data analysis for each of the subgroups your school serves.**

As stated above, AMO results were last reported by the state in 2014-2015 FLDOE Student Performance Accountability Reports (SPAR) reports assessment results for students (first time test-takers) within each subgroup on FSA ELA, Math EOCs, and Biology EOC. A review of the most recent SPAR (SY2016-2017) for students within the school's student subgroups shows that the majority of students in each subgroup scored at levels 1 and 2 on state assessments. The chart below includes data taken from the most recent FLDOE SPAR (2016-2017).

**SPAR 2016-2017 – Percentage Level 3 and Above**

All Grades	Biology EOC	FSA ELA	Math EOC
ALL STUDENTS	1.	1.	1.
●	1.	1.	1.
■	●	●	1.
●	1.	1.	●

Eco Disadvantaged	1.	1.	1.
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**N/A = Less than 10 students tested**

○ **Discuss programs implemented to address subgroup deficiencies and gap skills.**

Sunrise High School's mission is to meet the needs of students who typically fall within student subgroups that underperform within the school district. The school has determined that three key areas must be addressed in order to increase student performance on state assessments, and it has developed school-wide programs to meet students' needs. First, the low attendance rate of students at Sunrise High School may be a contributing factor for the low academic levels of students and the resulting low scores on state assessments. Second, there is a need for more comprehensive professional development for teachers to help them improve their effectiveness in working with students performing significantly below grade level and preparing these students to pass rigorous, state-mandated exams. And third, there is a need to increase the school's focus on providing explicit, teacher-directed, standards-based instruction using research-based strategies, particularly in the areas of reading and writing.

**Student Attendance:** A considerable percentage of students who enroll at Sunrise High School arrive at the school with a history of poor attendance, behavioral and/or emotional problems, a low GPA, low standardized test scores, low credit accrual, legal problems, financial difficulties, early parenthood, and other circumstantial situations that impede students from achieving academic success. A review of the prior attendance record of students who now attend Sunrise High School demonstrates that many students have incurred excessive absences throughout their school history. During the 2018-2019 school year, the average daily student attendance rate was 53%, as reported in Broward County's Data Warehouse. A variety of circumstances exist that may explain why a large portion of the student population at Sunrise High do not attend school on a regular basis. The daily realities that this population of students must face include such obstacles as having to care for their siblings or their own children; having to attend court due to legal issues; having to manage both work and school at a young age; dealing with a lack of parental involvement and support; facing housing dilemmas; and having to deal with a myriad of other issues. The school has implemented a series of strategies to increase the rate of daily student attendance which include the following:

- The school's truancy officer visits the homes of students that have been absent for more than three days.
- Teachers, school leaders, and staff verbally express to students that they care when students miss school.
- Teachers reach out to frequently absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly and on time.
- Teachers and school leaders work with parents to stress the importance of education and to learn about any barriers to regular attendance.
- The school creates a positive, nurturing, and engaging learning environment that encourages students to come to school.
- The school implements a school-wide system of incentives and rewards for both regular attendance and course completion.
- The school encourages families to work closely with social workers or nurses, as well as community agencies, such as Hands On Broward, Urban League, and Healthy Mothers, Healthy Babies, to get needed support to help students and families address barriers that negatively impact regular school attendance.
- The school uses ParentLink to make automated calls to parents regarding absenteeism.
- The school implements the Friends and Family program to assist families that have a myriad



of family-related problems.

**Professional Development:** The purpose and mission of Sunrise High School is to work with students that need intensive academic and psycho-social support to overcome barriers that will assist them in earning a standard high school diploma. In an effort to demonstrate intentional school leadership and outcomes to adequately prepare students for post-secondary education, high-demand careers, and gainful employment the school utilizes the three E's approach. This approach includes options such as Enrollment in post-secondary academic institutions, Enlistment in the military and Employment in the workforce. **Sunrise High School believes it must provide teachers with the necessary tools to perform their jobs to the best of their abilities.** As such, Sunrise High School develops an annual comprehensive professional development plan that is designed to increase its instructional staff's capacity in serving the school's target student population. The staff development activities or programs implemented will target the needs of the entire school population which is comprised of mostly at-risk students.

As part of the process used to develop the professional development plan at Sunrise High School, the school examines the quality of its instructional program and disaggregates student academic achievement data. The professional development process includes an assessment of the current levels of implementation of best practices in an effort to answer the following questions:

- Whom do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What are the root causes for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

For the 2019/20 school year, Sunrise High School will be organizing and facilitating professional growth activities and providing staff development in the following areas:

- Schoolwide Assessment Data Analysis and Disaggregation
- Content Specific Assessment Data Analysis
- Individual Student Assessment Data Reviews
- District-Required Assessments for the current school year
- ESE Needs - Instructional Strategies and Servicing Students
- ESOL Needs - Instructional Strategies and Servicing Students
- RTI Needs - Instructional Strategies and Servicing Students
- Reading Plus® Data Reports
- Credit Completions
- Direct Instruction in the Content Areas
- Attendance – Increasing Daily Student Attendance
- Enrollment – Increasing and Maintaining Student Enrollment
- Professional Development Needs to Increase Student Achievement (In-house and District LABS, Learning Across Broward)
- High Standards/High Expectations – Administration, Staff, Students and Parents
- Positive Behavior System
- School Safety

Administrators will use the evaluation findings to determine the areas of growth and to determine

target areas in the School Improvement Plan.

- At the end of the Professional Development Plan, all staff will respond to the program evaluation questions.
- Staff will provide feedback on the successes and challenges experienced during the 2019/20 school year and determine possible solutions for the 2020/21 school year.

***Explicit, Teacher-Directed Instruction:*** To increase student performance on the state exams, teachers plan lessons that actively engage students in activities that match the cognitive and complexity levels of the state standards. Additionally, lessons include assessments that follow the test format and types of questions found on the state assessments. Throughout the week, students are informally and formally assessed to determine mastery levels. The specific academic needs of students are addressed in teacher-led classrooms, using appropriate instructional resources and effective strategies within small groups of students with similar needs. During teacher-directed instruction, teachers use research-based instructional strategies and teaching methods that include the following:

- Standards-based instruction to ensure student mastery of state standards
- Data-driven, small group or one-on-one instruction to meet individual students' needs based on assessment data
- Whole group, direct instruction to introduce new skills to entire group
- Problem solving and project-based learning to actively engage students in lessons and increase depth of understanding
- Higher order questioning techniques to ensure appropriate rigor and elicit critical thinking
- Gradual Release of Responsibility Model to provide necessary scaffolding of the material presented and to guide students toward using different skills, strategies and procedures independently
- Rotational Instructional Model to provide meaningful and effective instruction through the implementation of five key components
- Graphic Organizers (Story Maps, Venn Diagrams, Webbing) to increase comprehension of text
- Writing experiences in a variety of contexts to increase literacy skills and solidify understanding of the material
- Instructional strategies and techniques such as modeling, repetition, paraphrasing, modified language, increased practice, visuals, language dictionaries, group and peer learning, to support the needs of ELL, ESE, and struggling students.

As a result of increasing the student attendance rate, providing quality, targeted professional development, and using of an effective instructional model and research-based teaching strategies, Sunrise High School expects to increase student achievement and graduation rate.

**D. Summarize the demonstrated proficiency or the charter school's progress toward meeting proficiency in subjects tested (math, reading, writing and science).**

Students served by Sunrise High School typically enroll in the school after having failed the state exams more than once. Therefore, the school serves primarily Level 1 and Level 2 students who must pass required state tests via "Retake" exams or by taking other standardized exams that allow students to pass with concordant scores. Examining the proficiency rate of first-time test takers at alternative education high schools does not accurately represent the success of these schools in closing the achievement gaps among at-risk, overage, credit-deficient students who are one or more years past their cohort, and the in-cohort, on-grade-level student at the traditional high school.

As an alternative education high school, Sunrise High School earns a School Improvement Rating rather than a School Grade. As such, the school’s goals are to increase the percentage of students making **learning gains** each year in reading and mathematics, as well as to increase its annual graduation rate for students identified as “seniors” at Sunrise High School in the fall of each school year. The school strives to get more than 50% of its students who attend the school during both FTE periods, to make learning gains in both reading and math each year, with the goal of increasing these numbers annually. Although the school strives to prepare first-time test takers by increasing their knowledge and assisting in developing new skills, the reality is that a large percentage of students served by Sunrise High School arrive at the school performing five or more years below grade level. As such, the school’s primary mission is to help students pass the ELA and Algebra 1 Retake exams, or to earn concordant passing scores on state-approved standardized assessments.

The chart below demonstrates that the student population at Sunrise High School requires intensive support in order to pass the state assessments that are required for earning a standard high school diploma. As evident in the data, a small percentage of students pass the reading and math state assessments the first time they take the exam. As shown through Reading Plus® baseline assessments taken by students upon arrival at Sunrise High School, the vast majority of students who enroll at Sunrise High School are working several grade levels below high school level. Additionally, **most students arrive at Sunrise High School at the upper high school grades and do not have the benefit of receiving several years of instruction at the school when they take exams.** The educators at Sunrise High School do a remarkable job of working with students who are significantly behind grade level and are not “on track” to graduate when they arrive at the school. The staff at Sunrise High School takes great pride in the work they do each day to provide the much-needed academic guidance and support, as well as the social and emotional support that is essential to the success of the students they serve.

As shown in the chart below, the vast majority of students at Sunrise High School do not pass state-mandated exams the first time they take them. However, there is evidence that there is a positive impact on student performance when they receive instruction and academic support at Sunrise High School. The data below shows that typically, **when students attend 9<sup>th</sup> grade at Sunrise High School, a greater percentage of students pass the 10<sup>th</sup> grade exam in both reading and math.**

**Percentage of Proficiency of First-Time Test Takers (Spring)\*\***

Year	FSA ELA		Algebra 1 EOC	Biology EOC
	Grade 9	Grade 10		
2019	0	3%	3%	5%
2018	*	5%	0	0

2017	0	8%	8%	19%
2016	7%	8%	*	*

\*Fewer than 10 students tested.

\*\*Source: FLDOE Assessment Accountability Reports

To meet the testing requirements, students work hard to pass retake exams in ELA and Algebra 1 (or they take alternate state-approved standardized assessments to earn concordant scores). However, an analysis of the number of students who take the reading and math retake exams (one or more times throughout each year), and the number of those students who pass the exams, shows that students have a difficult time passing the retake exams as well. As shown in the chart below, a minimal percentage of students who take Retake exams earn passing scores.

**Average Percentage of Students Passing ELA and Math Retake Exams\***

Year	FSA ELA Retake	Algebra 1 Retake
2018-2019	0	3%
2017-2018	5%	2%
2016-2017	2%	3%
2015-2016	5%	2%

\* Average Passing Rate for All Retake Exams Administered During the Year

The data shown above demonstrates that the student population at Sunrise High School requires intensive academic supports and interventions to achieve academic proficiency on state standards in order to enable them to pass state assessments required for earning a standard high school diploma. The data was obtained by accessing the “*School Report of Students*” from [www.fsassessments.org](http://www.fsassessments.org), adding the total number of test takers, and dividing it by the students who passed the assessments.

The percentage of students who meet graduation requirements by taking reading and/or math state-approved standardized assessments and earning concordant scores is provided below in response to Question N.

- **If the school is not using state assessments such as FSA or EOC, what assessments are administered?**

Not applicable.

- **How often is student progress monitored?**

Sunrise High School monitors student progress at specified times during the school year using a variety of assessments. At the beginning of the school year, *Florida Assessments for Instruction in Reading (FAIR)* and *Reading Plus® Screening* assessment are administered. During the winter season, *FAIR and Reading Plus® Benchmark* are re-administered to monitor growth. Finally, in the spring, *FAIR and Reading Plus® Benchmark* assessments are administered to measure student progress. Student progress in mathematics is also monitored three times per year. The *Study Island® Benchmark Assessment* is administered at the beginning of the school year, at beginning of semester 2, and the end of the school year.

School leaders and teachers analyze the data after each test administration, including, but not limited to, the FSA ELA, End-of-Course exams (Algebra, Geometry, Biology), and Reading Plus baseline, mid-year, and end-of-year assessments, to determine deficiencies and target students for small-group, skills-based instruction during daily-scheduled DI (Direct Instruction) blocks. Lessons include the following features: explicit instruction, teacher-modeling, differentiated instruction, small-group instruction, scaffolding, and gradual release. In addition to using teacher-led strategies to provide instruction, teachers plan project-based lessons that actively engage students in their own learning. For the next term of the charter, the school will develop and implement new protocols and data-gathering methods to more accurately measure and track individual student progress. The new protocols will include specific forms and individualized student portfolios that will be used to more closely track student progress on a bi-weekly basis. These improved methods for ensuring data-driven instruction will be monitored by the Chief Academic Officer who will be hired in 2020. The Chief Academic Officer will plan and facilitate professional development and conduct "Gallery Walks" with School Leaders in each classroom to increase the capacity of instructional personnel in using a variety of data to measure student growth, and provide quality instruction to increase student learning and create a top notch educational program for all students who attend the school.

**E. Explain if the students are making one year's worth of growth annually in mathematics and reading.**

In order to determine whether students at Sunrise High School are making one year's worth of growth annually, the school examines the percentage of students making **learning gains in ELA and math**. In 2019, 45% of students demonstrated learning gains in English Language Arts and 75% of students demonstrated learning gains in mathematics. During the current charter term, students have made improvements in their reading and math performance. Results of the first year of the current charter term (2015-2016) show that in that year, only 20% of students made learning gains in reading and 55% of students made learning gains in mathematics. The school recognizes a need for improvement in the area of reading and has implemented strategies this year to ensure that over 50% of students make learning gains in reading each year.

- **If the students are not, what measures will the charter school implement?**

Sunrise High has developed a plan for increasing learning gains in reading this year that

include the following strategies:

- Incorporate monthly student data chats with an emphasis on progress monitoring results in reading and providing support and assistance to students as needed
- Implement the MTSS process--use assessment data to identify struggling students and provide appropriate interventions that effectively meet students' individual needs; track progress at scheduled intervals to make instructional decisions
- Implement a school-wide Reading Plus competition with quarterly rewards for students who demonstrate gains
- Initiate "Reading Bootcamps" to target each of the Reporting Categories and accompanying standards (according to data reports that indicate areas where students need the most support)
- Create a "Reading Success Plan" for each student demonstrating a lack of progress on mastering skills (as determined through FAIR results and Reading Plus reports) that contain lessons which are taught by the reading teacher during small-group or one-on-one direct instruction sessions taught by the reading coach.

In order to increase the percentage of students making learning gains in mathematics, the school is implementing the following strategies:

- Incorporate monthly student data chats with an emphasis on progress monitoring results in math and provide support and assistance to students as needed
- Implement the MTSS process--use assessment data to identify struggling students and provide appropriate interventions that effectively meet students' individual needs; track progress at scheduled intervals to make instructional decisions
  - Initiate "Math Bootcamps" to target each of the Reporting Categories and accompanying standards (according to data reports that indicate areas where students need the most support)

**F. Of the students in the lowest 25%, explain if 50% of those students are making one year's worth of growth annually in mathematics and reading.**

The vast majority of students served by Sunrise High School arrive at the school with very low reading and mathematics proficiency. Most students' academic records reveal that they have a history of prior retentions and achievement of levels 1 or 2 on reading and math state assessments. In other words, these students have been in the lowest 25% for their entire educational career. As such, Sunrise High School considers that most of its student population is in the lowest 25%, as compared to the average student population in the district, and provides intensive support to all students alike.

Therefore, the school's goal is to ensure that over 50% of ALL students are making one or more year's worth of learning in reading and math annually. A review of the FLDOE School Improvement Rating for 2019 shows that 45% of students made learning gains in reading and 75% of students made learning gains in math. Although the school has maintained its "Commendable" rating for the past two years, there was a decrease in the Total Points earned from 2018 to 2019. The school earned 154 Total Points in 2018 and 120 Total Points in 2019. The school's goal is for ALL students to make learning gains and has implemented strategies in both reading and math this year to increase the percentage of students making learning gains in these areas.

○ **If the students are not, what measures will the charter school implement?**

The school's goal is for ALL students to make learning gains and has implemented strategies in both reading and math this year to increase the percentage of students making learning gains in these areas. In 2019, 45% of students made learning gains in math. Therefore, there is a school-wide focus at Sunrise High School this year on increasing reading learning gains. The strategies employed by the school are summarized above.

**G. Verify that the school is appropriately administering applicable state standardized tests to its students.**

Sunrise High School is appropriately administering applicable state standardized tests to its students. The school has assessed more than 95% of its students to ensure that student data accurately represents the progress of the school for the last two years of the current charter term: 98% in 2018 and 97% in 2019.

○ **If the school is not testing the appropriate percentage of students, what measures will the charter school take to ensure the appropriate numbers of students are being tested?**

Not applicable.

**H. Identify if the charter school's performance meets or exceeds the performance of schools with closely comparable student populations.**

The total points earned and School Improvement Ratings (SIRs) for alternative high schools in Broward County for **2018-2019**, as reported by the Florida Department of Education, are shown below. The schools are ranked from highest score to lowest score.

1. SunEd High School of North Broward – 131 Points – Commendable
2. **Sunrise High School – 120 Points – Commendable**
3. Dave Thomas Education Center West – 119 – Points – Commendable
4. Academic Solutions Academy – 113 – Points – Commendable
5. Henry D Perry Educational Center – 109 – Points – Maintaining
6. Seagull School – 107 – Points – Commendable
7. Bright Horizons – 104 – Points – Commendable
8. Cross Creek School – 100 – Points – Commendable
9. Andrews High School – 99 – Points – Commendable
10. Academic Solutions High School – 90 – Maintaining
11. Sunfire High School – 90 – Points – Maintaining
12. Whispering Pines Exceptional Ed. Center – 90 – Points – Maintaining
13. Ascend Career Academy – 82 – Points – Maintaining
14. Whiddon Rodgers Education Center – 79 – Points – Maintaining
15. Lanier–James Education Center – 54 – Points – Maintaining
16. The Quest Center – 47 – Points – Unsatisfactory
17. Wingate Oaks Center – 45 – Points – Unsatisfactory

As shown above, Sunrise High School was one of **8** out of **17** schools that received a “Commendable” rating last year. The school ranked second among the alternative schools in Broward County for “Total Points Earned” in ELA and Math learning gains during the 2018-2019 school year.

Sunrise High School is one of **5** out of **17** schools to earn a “Commendable” rating for two

years consecutively. With 45% of students demonstrating ELA learning gains in 2019, the school meets or exceeds the performance of 13 schools in this component. With 75% of students demonstrating Math learning gains in 2019, the school meets or exceeds the performance of 13 schools in this area.

**I. Identify the charter school's school grade.**

Sunrise High School does not receive a school grade.

- **If the charter school did not obtain a school grade of "C" or above, what measures will the school implement or has the school been implementing to improve its grade?**

Not applicable.

- **If a charter school does not get a school grade nor a School Improvement Rating what assessments has the school used or will the charter school use during the next charter agreement term to ensure that all students are learning and to identify students who may be struggling?**

Not applicable.

- **If a charter school serves untested grades (K-2), what assessments has the school used or will the charter school use during the next charter agreement term to ensure that all students in untested grades are learning and to identify students who may be struggling?**

Not applicable.

**J. Identify if the school has developed a state-mandated School Improvement Plan (SIP). Discuss the main areas and the timeline for improvement if applicable.**

Not applicable.

**K. Identify if the charter school has been identified as one of the 300 Lowest-Performing Elementary Schools in Florida.**

Not applicable.

- **If yes, explain the measures that the charter school will take or has been taking to remedy this status.**

Not applicable.

**L. Describe what School Improvement Rating (SIR) the charter school has received, if applicable.**

Sunrise High School was one of 8 out of 17 alternative education schools in Broward County that received a "Commendable" rating in 2018-2019. Sunrise High School is one of 5 out of 17 schools in Broward County to earn a "Commendable" rating in 2017-2018 and 2018-2019, for two consecutive years.

- **If the charter school has not received a rating of Maintaining, what measures has the charter school taken or will the charter school take to improve the rating?**



Sunrise High School has received School Improvement Ratings of Commendable or Maintaining for all years of the current charter term as shown below:

- 2015-2016: Maintaining
- 2016-2017: Maintaining
- 2017-2018: Commendable
- 2018-2019: Commendable

**M. Identify the charter school’s graduation rate, if applicable.**

- Provide in-cohort and post-cohort graduation rate data.

The majority of students who attend Sunrise High School are not in cohort. The school specializes in graduating non-cohort students who need credit recovery options, flexible scheduling, strong educational support through high-quality direct instruction, research-based interventions, social-emotional support, and individualized mentoring. However, as reported in EdStats.fldoe.org., Sunrise High School has shown a significant increase in the percentage of in-cohort students who earned a high school diploma from 16% in 2014-2015 to 30% in 2017-2018. The chart below shows the in-cohort graduation rate for Sunrise High School as reported in EdStats:

Year	Graduation Rate
2014-2015	16.0%
2015-2016	17.6%
2016-2017	13.1%
2017-2018	30%

Sunrise High School defines a “senior” as a student who has earned 16 high school credits (regardless of their cohort year). The school’s goal is to help students achieve “senior” status and graduate during the year in which they begin the school year as a “senior.” Upon enrollment at Sunrise High School, each student works with the Guidance Counselor/Academic Advisor to develop an individualized Graduation Plan (also referred to as “graduation tracker”). School staff closely monitor each student's progress in meeting the goals stated in his/her graduation plan. Academic and emotional support is provided throughout the student’s academic journey at Sunrise High School. The school’s annual graduation rate is determined by the percentage of “seniors” who graduate in the year in which they are identified as “seniors” (16 or more credits in the fall of that year). As shown in the chart below, Sunrise High School has graduated an average of 68% of its seniors annually during the current charter term.

School Year	Number of Seniors (16 or more credits)	Number of Graduates	Percentage of Seniors Earning a Standard Graduation Diploma
2015-2016	110	80	72%
2016-2017	95	55	58%
2017-2018	115	86	75%
2018-2019	120	79	66%

\* The number of students with 16 or more credits was determined by accessing records through

Maestro, the school's student information system.

○ **What has been the charter school's graduation rate goal?**

Sunrise High School's graduation rate goal has been to increase the percentage of students who graduate by a minimum of 5% annually.

○ **What steps has the charter school taken to meet or exceed this goal?**

Sunrise High School has implemented several student success initiatives to improve its graduation rates. Most students enter the school with the intention of graduating. They recognize that a high school diploma is an opportunity to improve their lives and build a more secure future. However, despite the benefits associated with completing high school, many students are unable to persist through graduation. To increase graduation rates, Sunrise High School offers students "wrap around" services, resources and support that include, but are not limited to, the following:

- Sunrise High School gives students convenient access to learning materials by ensuring that digital access is available on the first day of class and that digital course content is interesting, interactive, differentiated, and simple to use.
- Sunrise High School analyzes student data to identify struggling students, pinpoint the specific areas where they need extra attention, and provide the necessary supports using appropriate strategies, materials and resources.
- Sunrise High School's Academic Advisor helps students set goals, develop academic plans and directs students to additional services and resources that can help meet their specific needs. By developing an Individualized Graduation Plan for each student upon enrollment at the school, the Principal, the Guidance Counselor/Academic Advisor, the student's teachers,

and the student's mentor, are able to jointly monitor the student's progress toward achieving his/her graduation goals. The student is also able to chart his/her own pathway to graduation and beyond.

- Sunrise High School believes that it is important for school personnel to develop strong relationships with students in order to give them the best chance of success in accomplishing their goals. As such, the school has developed a Student Mentoring Program that ensures each student has an assigned mentor who meets with his/her mentee each week to provide guidance and support not only in academic areas, but also to provide social-emotional support.
- **What measures will the charter school implement to increase its in-cohort and post-cohort graduation rate to meet its goal?**

The target student population served by Sunrise High School consists primarily of at-risk, minority students who are credit deficient and overage. Therefore, the vast majority of students are not in-cohort. The school's mission is to "retrieve" students who have dropped out of the traditional high school or are on the verge of dropping out or "aging out" of the traditional high school. Sunrise High has been successful in offering these students a pathway for earning a standard high school diploma whether they are in-cohort or not. The strategies listed above have been instrumental in helping disenfranchised students to graduate from high school. Many of these students may not have been able to graduate without a program such as the one offered by Sunrise High School.

- **How has the charter school supported students in meeting college, career, and life readiness? (Provide specific schoolwide strategies)**

Sunrise High School support students in meeting college, career, and life readiness. The school utilizes the three E's approach. This approach includes options such as Enrollment in post-secondary academic institutions, Enlistment in the military and Employment in the workforce. One of the school's main goals is to increase the number of students attending college after graduation. Students who enroll work with the Guidance Counselor/Academic Advisor to determine interest and aptitude for post-secondary plans. The school assists and guides students in completing the required high school curriculum and works closely with all students ensuring they are on track for graduation. Eligible students are encouraged to take dual enrollment courses at Broward County College and to apply for Bright Futures.

To support career readiness, Sunrise High School has hired a Director of Career & Technology Education to develop and promote career options and pathways for its students during the next charter term. With the support and direction of the Guidance Counselor/Academic Advisor, students will identify and select a career pathway of their choice. Student in grades 9-12 will have the opportunity to enroll in the Career Academy. The Career Academy is designed to prepare students for employment opportunities, industrial certifications and/or the continuation of post-secondary education. Students will be able to complete their career and technical education by online courses, simulation labs, hands-on instructions and on- job-training/internship. Career Academy will offer programs in Business, Health Science, Technology and Human Services. Career Academy will equip students with real-world skills in order to enhance the high school experience and provide real options for rewarding careers. The CTE Director will seek to establish relations within the school's community to identify and develop business partnerships, support and sponsorship.

- **Describe the student support measures implemented to increase student attendance (SIR Schools only)**

As stated in response to Question C above, Sunrise High School has developed a

comprehensive plan to increase the average daily attendance rate of students. A set of strategies currently being used by the school to increase student attendance is provided below:

- Teachers, school leaders, and staff verbally express to students that they care when students miss school.
- Teachers reach out to frequently absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly and on time.
- Teachers and school leaders work with parents to stress the importance of education and to learn about any barriers to regular attendance.
- The school creates a positive, nurturing, and engaging learning environment that encourages students to come to school.
- The school implements a school-wide system of incentives and rewards for both regular attendance and course completion.
- The school encourage families to work closely with social workers or nurses, as well as community agencies, to get needed support to help students and families address barriers that negatively impact regular school attendance.
- The school uses ParentLink to make automated calls to parents regarding truancy.
- The school's truancy Officer visits the homes of students that have been absent for more than three days.
- The school implements the Family and Friends program to assist families that have a myriad of family-related problems.

**N. Provide concordant/comparative score data (ACT/SAT scores) and explain how the school utilizes or will utilize concordant and comparative scores to increase graduation rates**

Students who are not able to pass the statewide assessments may use concordant or comparative scores for the alternate assessments approved for each cohort in order to meet graduation requirements. The chart below shows the number of students who achieved a concordant or comparative score on each alternate assessment during the 2018-2019 school year that enable them to meet to the ELA or math graduation requirements.

<b>Alternate Assessment*</b>	<b>Subject</b>	<b>Number of Students Achieving Concordant or Comparative Score</b>
SAT	ELA	9
ACT	ELA	9
ACT	Math	9
PSAT/NMSQT	Math	0

PERT	Math	67
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**\*Tests approved by the state are based on cohort year**

## Attachments

### Section 1: FEDERAL AND STATE ACCOUNTABILITY

– No Attachments –

## 2. MISSION-SPECIFIC ACCOUNTABILITY

### Section Evaluation

Meets the Standard Rhonda Stephanik, 12/3/19	<b>Final Rating</b> <b>Meets the Standard</b>
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#### 1. MISSION SPECIFIC ACCOUNTABILITY

##### Mission-Specific Accountability:

Achievement of Mission/Specific Goals

**In narrative format:**

##### A. What is the school’s mission?

The mission at Sunrise High School is to provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions.

##### B. Identify if the charter school is achieving or making significant progress towards achieving the school/mission-specific goals as defined in the charter school’s agreement.

Sunrise High School is making significant progress in achieving the school/ mission-specific goals below as defined in the charter school’s agreement. During the current charter term, the school has made great improvement in the school improvement rating (SIR) and the percentage of students taking the assessments and meeting graduation requirements each year.

The initial five-year contract for Sunrise High School (formerly known as Mavericks High of Central Broward) was approved on May 18, 2010. The charter contract for Sunrise High was renewed in 2014-2015 and approved on May 19, 2015. The five-year agreement started on July 1<sup>st</sup>, 2015 and ends on June 30<sup>th</sup>, 2020. The approved contract identified

A summary of the school's "deficiencies" in Educational Performance and Organizational Performance identified in the 2015 charter renewal contract, and the actions taken by the school to rectify the deficiencies and meet stated goals, are provided below:

**Educational Performance** (4 areas of deficiency)

1. State Accountability: Failure to meet the state's performance requirements for the last three consecutive years (2012, 2013, 2014).

Remedial Measures/Results:

- The school increased the percentage of students tested during the past four years as follows:

2016 – 67% students tested

2017 – 86% students tested

2018 – 98% students tested

2019 – 97% students tested

- The school improved its School Improvement Rating during the past four years as follows:

2016 – Maintaining

2017 – Maintaining

2018 – Commendable

2019 – Commendable

2. Education Program Implementation: Failure to provide evidence of an intensive reading curriculum plan for grades 9-12.

Remedial Measures/Results:

- The school implements the Broward County Comprehensive Research-Based Reading Plan with fidelity, including the use of state-approved, research-based curriculum materials (Edge and Rewards) and a supplementary program (Reading Plus) to increase student proficiency.
- The school's Problem-Solving Team implements the MTSS/Rtl framework to identify students with academic and/or behavioral problems. The Team addresses individual students' needs through a problem-solving approach that guides the team in determining appropriate interventions, progress monitoring measures, and interval performance reviews to determine effectiveness of interventions and make decisions regarding next steps.
- The percentage of ELA Student Learning Gains during the past four years are as follows:

2016 – 20%

2017 – 30%

2018 – 62%

2019 – 45%

3. Exceptional Student Education: Failure to comply with specific state and district guidelines and documentation related to the ESE program.

Remedial Measures:

- The school ensures compliance with all ESE requirements that were cited as “deficiencies” by taking appropriate actions that include, but are not limited, to the following:
  - a. Document proper membership on Parent Participation Form
  - b. Document proper membership for IEP meetings
  - c. Ensure proper excusal forms to document when proper membership in unable to attend IEP meeting
  - d. Maintain required documents on District’s student management system (EasyIEP)
  - e. Provide Parent Notification Form
  - f. Update positive behavior intervention plans by the annual data
  - g. Provide 10-day notice and/or second notice to parents for EP meetings
  - h. Document purpose of EP meeting properly
- Results of Programmatic Reviews conducted by the District during the current charter term have shown that the school complies with ESE program requirements.

4. English Language Learners: Failure to comply with specific state and district guidelines and documentation related to the ESOL program.

Remedial Measures:

- The school has taken steps to ensure compliance with specific ESOL Program requirements that were cited as “deficiencies” by taking appropriate actions that include, but are not limited, to the following:
  - a. Follow procedures for convening ELL committee meetings
  - b. Ensure that teachers know the language classifications of their students and what they mean
  - c. Provide differentiated instruction to meet the language needs of ELLs and document strategies in lesson plans
  - d. Provide appropriate English to heritage language dictionaries for ELLs
  - e. Provide student registration forms in requested home language upon request
  - f. Ensure attendance at all ESOL Contact meetings
- Results of Programmatic Reviews conducted by the District during the current charter term have shown that the school complies with ESOL program requirements.

**Organizational Performance** (one area of deficiency)

1. Staffing: Failure to follow specific requirements for instructional personnel in regards to Highly Qualified Teachers and Out-of-Field Teachers.

**Remedial Measures:**

- The school consistently follows specific requirements for hiring state-certified teachers and complying with the provisions of Out-of-Field Waivers.
- The Certification Self-Audit report included as Attachment V provides evidence of compliance.
  - **If the charter school is not making significant progress towards these goals, explain the plan that the charter school will implement to achieve the school/mission-specific goals.**

Sunrise High School has taken deliberate steps this year to continue making progress in achieving its school/mission-specific goals. To ensure that over 50% of students demonstrate learning gains in both reading and mathematics, the school will continue to provide professional development and coaching for teachers and use data results to target the needs of students. Teacher-administrator data conferences will be held two times per month to address the needs of students and to review their most recent performance results on ELA progress monitoring assessments. Teachers will continue to conduct quarterly data chats with students to monitor progress on interim assessments.

**Sources of evidence for this section should include attachments of the following:**

- **The mission statement as defined in the charter school’s initial contract/application**
- **In cases of subsequent renewals, include the mission statement as defined by the current agreement.**

## Attachments

### Section 2: MISSION-SPECIFIC ACCOUNTABILITY

– No Attachments –

## 3. EDUCATIONAL PROGRAM IMPLEMENTATION

### Section Evaluation

#### Final Rating

**Partially Meets the Standard**

- Does Not Meet the Standard Joe Luechauer, 11/12/19
- Partially Meets the Standard Kim Punzi-Elabiary, 11/21/19
- Partially Meets the Standard Allisyn Axelrod, 11/21/19
- Partially Meets the Standard Laurie Steinberg, 11/21/19
- Meets the Standard Celia Jimenez, 11/25/19
- Meets the Standard David Shelley, 11/25/19



Meets the Standard	Celina Chavez, 11/25/19
Partially Meets the Standard	Louise Ball, 11/25/19
Does Not Meet the Standard	Matt Schroeder, 11/25/19
Does Not Meet the Standard	Merilyn Johnson, 11/26/19
Partially Meets the Standard	Hanne Rega, 11/26/19
Meets the Standard	Detra Adams, 11/27/19

## 1. EDUCATIONAL PROGRAM IMPLEMENTATION

### Educational Program Implementation:

- A. *Implementation of Mission*
- B. *Implementation of Curriculum and Instructional Techniques*
- C. *Implementation of Specialized Instruction for Students (particularly of those below grade level)*
- D. *Data-Driven Decision-Making*
- E. *Implementation of Exceptional Student Education Programs*
- F. *Implementation of ESOL Program*
- G. *Implementation of MTSS/Rtl Early Warning Systems*
- H. *Early Warning Systems*

### In narrative format:

#### **A. Explain how the charter school is implementing its mission as defined in the charter school's agreement.**

The mission at Sunrise High School is to provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions. In keeping with the school's mission, the learning environment at Sunrise High School is designed to allow students in grades 9-12 to accelerate completion of courses and credit accrual through a learning environment inclusive of technology-driven instruction, teacher-directed instruction, and individualized student support and mentoring. Student learning is supported by highly dedicated, certified teachers and additional support staff.

During the past four years, the school has effectively implemented its mission to provide an alternative graduate path as evidenced by an increase in the school's graduation rate. Additionally, the school has made great strides in increasing student learning gains in reading and mathematics when comparing results for the first year of the current term (2015-2016) to the most recent assessment results (2018-2019). As previously stated, Sunrise High School ranked **second** among **17** alternative schools in Broward County for the "Total Points" earned in learning gains for the 2018-2019 school year. The school also improved and maintained a "Commendable" School Improvement Rating for the past two years. Finally, the school has fulfilled its philosophy that every student, given the right tools, support and environment, can succeed and exceed

expectations. With the proper resources, and the flexibility to adapt and differentiate instruction, Sunrise High School successfully involves students in the learning process and provides them with the right tools to successfully transition to the next level.

**If the charter school has been designated a state-mandated School Improvement Plan (SIP) school, explain how it plans to meet the goals stated in the approved SIP.**

The school is not required to develop an annual School Improvement Plan.

**B, Explain how the school is successfully implementing research-based curriculum and instructional strategies as defined in the charter school's contract.**

Sunrise High School's curriculum prepares students in grades 9-12 to achieve the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), and the Next Generation Sunshine State Standards (NGSSS) for other core subjects, as adopted by the State of Florida. The curriculum is designed to help students master standards and acquire the knowledge and skills necessary for success in high school and beyond. The educational program also prepares students for post-secondary studies and selected careers.

The school's individualized, self-paced, standards-based online curriculum—**Edison Learning eCourses**—provides over-age, credit-deficient students with the opportunity to accelerate course completion in order to “recover” credits. Online learning is combined with high-quality, teacher-directed instruction. Teachers ensure instruction is tailored deliberately to meet the needs of all learners, in individualized, small group or whole class contexts. Teachers interact with individuals, groups, and the whole class, at key points during the lessons, to explore progress and motivate learners. Teachers serve as guide and project mentor as they lead students to engage in their own learning in all core subject areas using the research-based instructional methods and strategies described below.

### ***Direct Instruction***

- Explicit instruction based on lesson plans
- Specific teacher "scripts", with an emphasis on pace
- Students reach mastery as quickly as possible

### ***Differentiation***

- Connects learning to individual student need
- Engages and motivates students
- Enhances achievement by reaching all modalities

### ***Gradual Release of Responsibility***

- Direct instruction (I do)
- Guided instruction (We do)
- Independent Practice (You do)
- Collaborative Practice (You do together)

### ***Rotational Instructional Model in Reading***

- Whole Group Warm Up
- Small Group Instruction

- Interactive Reading
- Independent Reading
- Whole Group Wrap Up
- **Provide grade-level specifics for K-2, 3-5, 6-8, and 9-12 for curriculum implementation and progress monitoring, as applicable to the charter school's grade levels served. Include a separate explanation for ELA and Intensive Reading at the secondary level, if applicable.**

The curriculum at Sunrise High School, *EdisonLearning eCourses*, is fully developed to fulfill requirements in math, science, English, social studies, world languages, and selected electives for students in grades 9-12. This online curriculum is designed to support academic success for all students, from those not prepared for gradelevel academic challenges to those capable of accelerating their learning. Although the course types vary in structure, each course band shares a common scope and sequence, and covers the same rigorous, standards-based content. Each *eCourse* lesson is designed to be modular, applying the Universal Design for Learning to each objective. The content is presented through text, media, and interactive content aligned with specific system-graded and teacher-graded assessment items spanning all depths of knowledge. EdisonLearning offers various course types to meet the need of each program and learning including, but not limited to:

- Foundation
- Competency-Based
- Credit Recovery
- Project-Based
- Honors

Student progress in all *eCourses* is monitored using a combination of mastery-based system-graded assessments and teacher-graded summative assessments. Every *eCourse* lesson and unit ends with at least one assessment. Lesson assessments are system-graded and require that students must meet or exceed the mastery threshold, typically an 80%, to unlock and proceed to the next lesson. If students are not successful in their assessment attempt, they will be directed to additional learning objects and assessment attempts until the max attempt threshold is met. Therefore, the system differentiates instruction for each student.

Additional curriculum resources include research-based reading and mathematics programs that are designed to support students who need additional help in mastering standards in reading and math. The programs used by the school in addition to the *EdisonLearning eCourses* include: Edge (National Geographic Learning); REWARDS (Voyager Sopris Learning); Reading Plus; Study Island (Edmentum); and other online resources such as Math Nation, Khan Academy, ReadWorks, and ReadTheory.

### **English Language Arts and Reading**

Sunrise High School implements Broward County's Comprehensive Research-Based Reading Plan. The school adheres to the specifications set forth by and takes full advantage of the myriad resources available from, the State of Florida's Just Read, Florida! Initiative. Students must complete a minimum of one Reading Plus® Assessment, or story, each day to assist with growth in fluency, comprehension, and vocabulary. Instruction focuses around the critical components of reading, and teachers use a set of strategies to address the needs of students who are reading at or above grade level and specific strategies for students reading below grade level.

Students reading at or above grade level are challenged through rigorous lessons provided through the EdisonLearning Project Based and Honors eCourses. All eCourses include an Extension component. The lesson format extends the concepts of the lesson and connects students with outside resources and practice opportunities. Additionally, during DI lessons, teachers use enrichment strategies and extension activities to challenge students that include, but are not limited to, higher order questioning/open-endedness; discovery approach: inductive vs. deductive reasoning; citations of proof and evidence of reasoning.

Students working below grade level are supported through eCourses which are designed to support reluctant or struggling learners, while still maintaining the same academic rigor. Audio programming components of the online curriculum, such as the text to speech functionality, allow lessons to be heard as well as read. In addition, the text to speech toolbar includes a dictionary, picture dictionary, search, and single word translation to also assist struggling readers. EdisonLearning eCourses allows all students to benefit from the curriculum

### **Intensive Reading**

All students who achieve a Level 1 or 2 on the Florida Standards Assessment in English Language Arts (FSA-ELA) are enrolled in an Intensive Reading course taught by a teacher who is certified or endorsed in Reading. The core reading curriculum used with students in grades 9-12 requiring Intensive Reading is Hampton-Brown Edge: Reading, Writing, & Language (National Geographic Learning). For students in grades 9-12 who are receiving Tier 2 reading interventions, the school uses the appropriate level of Edge, and for Tier 3 students, the school uses REWARDS (Renaissance). To support struggling readers as they complete their online ELA courses, the *EdisonLearning eCourses* curriculum includes “Reading Guides” that increase students’ interaction with and comprehension of an assigned text. Each Reading Guide consists of a “before-reading” section with vocabulary, terms, and an anticipatory set. This is followed by a “during-reading” section that asks students to answer questions as they are reading.

### **C. Explain how the charter school is implementing demonstrably effective instructional strategies that support struggling students’ ability to achieve grade level proficiency.**

Sunrise High School’s program design supports struggling students’ ability to achieve grade level proficiency. Many of the students in the at-risk, target population have personal challenges in their lives that have prohibited them from succeeding in the traditional school setting. The school’s flexible schedule and self-paced online program, combined with individualized instruction, provides at risk students with the best possible opportunity for success. The Principal recruits qualified teachers that are not only state-certified (and reading certified or endorsed), but that are dedicated and committed to working with the school’s target student population. The following programs and school-wide strategies support students at risk of not meeting academic requirements or of dropping out:

- Credit Recovery and Acceleration Opportunities through a flexible, self-paced program combined with teacher-directed instruction
- Individualized Student Mentorship Program
- Individualized Instructional Plans
- Social-Emotional Learning
- College and Career Preparation
- Multi-Tiered System of Supports
- Community Partnerships
- Parental Engagement

**D. Identify how the charter school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards.**

The school uses the following qualitative and quantitative data to inform and guide instructional planning and practices that are aligned with state standards:

**Qualitative Data:** As the instructional leader of the school, the Principal manages, analyzes, and interprets qualitative data in collaboration with other members of the leadership team. School leaders observe classrooms and provide teachers with explicit feedback on their performance to improve practices and to determine whether a specific teacher, or a specific group of students, needs academic support. The assistance provided to teachers includes the following: professional development; lesson modeling; coaching; ongoing classroom walkthroughs followed by timely feedback; weekly administrative review of lesson plans to provide feedback and recommendations; scheduling of the teacher to observe highly effective teachers; and assignment of a mentor to work with the teacher on developing quality lessons which are aligned with the Florida Standards as well as the Next Generation Sunshine State Standards. Teachers use qualitative, relational data when they conduct data chats with students. Through conversations with each student, teachers can differentiate instruction to ensure that lessons address the individual needs of all students. The school also administers parent, student and staff satisfaction surveys to gather data regarding satisfaction with the learning environment, which can also reveal areas in need of improvement.

**Quantitative Data:** Collection of student data begin during the admissions process. Ongoing monitoring through multiple student outcome measures, including diagnostic, formative and summative assessments, is combined to create a picture of student learning progression. On a daily basis, teachers utilize online assessments and real-time performance data to gauge student growth, differentiate instruction, and remediate deficiencies through direct instruction. In conjunction with available state assessment results, teachers analyze data from various sources (i.e. Reading Plus®, Study Island®, FAIR, *EdisonLearning eCourse* tests, and interim assessments) in order to group students with common skill deficits together for small-group direct instruction. These data results help teachers identify and correct gaps in their teaching, and the turnaround for receiving results is faster. These test results and other forms of classroom-generated outcome data are sometimes more useful than local or state test results for instructional planning purposes and for guiding instructional practice. The administrative team analyzes the results of progress monitoring and *eCourse* assessments and uses the data to guide administrative decisions regarding school improvement objectives, curriculum expenditures, and personnel needs.

**E. Explain how the charter school provides effective services for exceptional students (SWD and Gifted) as defined in the charter school's agreement and as required by applicable law. The charter school should provide assurance of charter school and Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). An On-Site Programmatic Review and/or Desktop Review will be conducted.**

Sunrise High School implements a comprehensive plan, aligned with the Exceptional Student Education Policies and Procedures of the Broward School District to identify, document, service, and evaluate students with disabilities. The school meets all applicable state and federal requirements including the Individuals with Disabilities Education Act

(IDEA) and Section 504 of the Rehabilitation Act of 1973. The school's Collaborative Problem-Solving Team (CPST) includes the Principal, ESE Coordinator, general education teacher, students, and parents, if applicable. The CPST is led by the Principal who facilitates the process and follows all protocols provided by the District Manual as well as the Response to Intervention process when there is an academic or behavioral concern for a student. Staff understands that a referral alone does not qualify a child for additional services through an Individual Education Plan (IEP). The school recognizes that students encountering "at-risk" academic or behavioral situations require effective documented interventions. All identified students with disabilities receive services in accordance with an active IEP. All procedural safeguards are met in terms of provisions such as parental consent and written notice of meetings. Special education services are provided by qualified personnel or contracted to a licensed outside agency, as deemed necessary according to the student's IEP.

- **Describe the IEP process for SWDs for present level development, prioritization of educational needs, and annual goals.**

The Individual Education Plans (IEP) for Students with Disabilities are reviewed each year. At the annual meeting, the IEP team at Sunrise High School discusses the continuum of services and placements to meet the unique needs of SWDs in the least restrictive environment. The team develops a present level of performance based on data, which drives the development of IEP annual goals and determines the services that the student requires to receive a Free Appropriate Public Education (FAPE). A student's need for supplementary aids and services is determined at least annually by the IEP committee.

The IEP team reviews SWDs' progress on their annual goals, at least quarterly, and works with the school's Special Education Director to review services and state/district assessment data. The ESE Coordinator provides quarterly reports to the Principal on the progress of the students in the ESE program (including a comparison of ESE student data with non-ESE student data). Also, the ESE Coordinator communicates any concerns held by parents, students, staff, or teachers related to services provided for Students with Disabilities.

- **Describe the EP process for Gifted students for present level development, prioritization of educational needs, and annual goals.**

Sunrise High School reviews each gifted student's EP at a minimum every two years. The school's IEP team develops a present level of performance based on data, which drives the development of EP goals and determines the services that the student requires to receive a Free Appropriate Public Education (FAPE). Gifted learners receive accelerated supports dependent upon their prioritization of educational needs as prescribed in their EPs.

- **Describe the program's services and supports for SWD including supplemental aids and accommodations.**

All identified students with disabilities receive services in accordance with their IEP. All procedural safeguards are met in terms of provisions such as parental consent and written notice of meetings. Examples of the types of accommodations, modifications and curriculum adaptations that are provided include, but are not limited, to:

- Quantity - Adapt the number of items to learn or the number of activities to complete
- Time - Adapt the time allotted and allowed for learning, task completion, or testing
- Level of support - Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills
- Input - Adapt the way instruction is delivered to the learner

- Difficulty - Adapt the skill level, problem type, or the rules on how the student may approach the work:
- Output - Adapt how the student can respond to instruction

Sunrise High School also provides a continuum of direct and indirect ESE services utilizing various service delivery models. Special education services are provided by qualified personnel or contracted to a licensed outside agency, as deemed necessary according to the student's IEP. The ESE teacher collaborates with the General Education Teacher to provide and monitor effective academic and behavioral strategies to use with the student and reviews any required curriculum accommodations or modifications that are required. Additionally, any resource room (pull out) services the student may require, as delineated in the student's IEP, are provided by an ESE-certified teacher.

- **Describe the school's Gifted program and the services provided. If the school does not currently serve Gifted students, what would that program look like?**

Sunrise High School provides educational services to students eligible for gifted services in accordance with the state and district Exceptional Student Education Policies. The school offers a continuum of services to meet the needs of gifted students which include enrichment activities and enrollment in challenging eCourses. Gifted learners receive accelerated supports dependent upon their individual needs as prescribed in their EPs. The service delivery model includes consultation services provided by a teacher who is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement. The school's online courses allow gifted students a personalized learning experience at an accelerated pace. Teachers also use research-based differentiated instructional strategies to support the learning of gifted students which include, but are not limited, to:

- Providing Multiple Resources with Extended Depth of Content
- Use of Accelerated Resource Materials
- Accelerated Pacing in course completion
- Differentiating the learning process
- Higher Order Questioning/Open-endedness
- Discovery Approach: Inductive vs. Deductive
- Citations of Proof and Evidence of Reasoning
- Simulations
- Self-Choice

- **Describe the testing plan and progress monitoring plan for SWDs.**

Sunrise High School monitors the progress of SWDs using these key indicators:

- Students' Progress on IEP Goals
- Classroom Performance
- Results of State and District Assessments

Students' progress on their annual goals is reported to students and parents at least quarterly. The school's contracted educational service provider, EdisonLearning, assigns its Special Education Director to provide oversight, in collaboration with the District, and meets with the school's ESE Coordinator on an on-going basis to review services, compliance data, and state/district assessment data to identify any key training and/or resources needed. Other measures to monitor the progress of SWDs include classroom/teacher observations, student performance data on state and school-wide

assessment measures, and feedback from students, parents, and staff. The ESE Coordinator provides regular reports to the Principal on the progress of the students in the ESE program during data meetings.

**F. Explain how the charter school implements effective programs and services to meet the needs of English Language Learners as defined in the charter school's contract and as required by applicable laws. An On-Site Programmatic Review and/or Desktop Review will be conducted.**

All students classified as English Language Learners (ELLs) are provided with appropriate services to meet the student's needs in acquiring the English language and succeeding academically. Students in the ESOL program are required to meet the same curriculum standards as non-ELLs in English/Language Arts and content area instruction. ESOL strategies, supplementary materials, and native language assistance are used to ensure that comprehensible instruction is being provided to every student identified as an English Language Learner. The school provides services in accordance with Florida Department of Education and the Broward County School District guidelines to meet the needs of qualifying students. These procedures are aligned to the Florida Department of Education's ESOL agreements and stipulations under the terms of the META Consent Decree.

○ **What is the school's plan for identifying, placing and scheduling ELLs?**

Sunrise High School follows the guidelines for identification, placement, and scheduling for ELL students. Identification of ELLs begins at registration. The school's registrar offers support with completing registration forms, providing community resources, reviewing transcripts, and making placement recommendations, in the native language of the parent if necessary. All registration forms and related school documents are translated and available in Spanish, Haitian-Creole, and any other language primarily spoken by members of the community (i.e., Portuguese). Parents/families complete a home language survey during the registration process. Any survey with at least one affirmative response is directed to the ESOL Coordinator so the student can be scheduled for a language screening assessment. The designated District Language Screener must be administered within 20 days of enrollment to ascertain if the student qualifies for ESOL services. Students who score below proficient on the screening assessment are eligible for ESOL services and are placed into the ESOL program. The school notifies parents, if applicable, of a student's identification for participation in the ESOL program within the prescribed period. The notice provides parents with specific information about their child and the language instruction program. A student ELL Plan is developed and updated on an annual basis based on re-evaluation results. The ESOL teachers track and monitor ELL students' progress in accordance with the District's policies and procedures.

○ **Describe how the school has and will continue to comply with the state-approved district ELL Plan?**

Sunrise High School follows and will continue to follow all policies and guidelines as stipulated in Broward County's District English Language Learners (ELL) Plan. Sunrise High School emphasizes academic and social language development for students from various cultures and backgrounds who speak native languages other than English. The school's ESOL program supports its mission to inspire students to reach their academic potential, strengthen their resiliency and resolve to succeed, and develop the strong work ethic and strength of character that enable them to graduate from high school with the knowledge, skills, preparation, and confidence necessary to pursue the avenues that will lead them to success, self-sufficiency, and a life of accomplishments. The school ensures that all English Language Learners have access to all programs offered and that parents of ELLs receive ongoing communication in their native language about school programs,



events, and the progress of their children. Instructional approaches, both in ESOL and general education classes, ensure that the needs of ELL students are accommodated.

○ **Describe how the school provides and will continue to provide equal access to instructional and categorical programs regardless of proficiency level.**

The academic success and equitable access to all core academic programs for English Language Learners is of utmost importance to Sunrise High School. Presentation of concepts and material is adjusted to address the learner's level of English proficiency. The ESOL teacher works collaboratively with general education teachers to provide comprehensible instruction that meets the needs of each English Language Learner. The school's ESOL Program aligns with District's ESOL goals which include but are not limited to:

- English Language Development
- Literacy Development
- Academic Achievement

The *EdisonLearning eCourses* curriculum supports struggling learners while still maintaining the same academic rigor. Audio programming components of the online curriculum, such as the text to speech functionality, allow lessons to be heard as well as read to support English Language Learners. In addition, the text to speech toolbar includes a dictionary, picture dictionary, search, and single word translation to also assist struggling readers.

Through the mainstream-inclusion model, Sunrise High School provides comprehensible instruction for ELLs using a variety of strategies that support the acquisition of the English language, supplementary resources, and bilingual assistance, if required. The Principal and ESOL Coordinator/Teacher is responsible for ensuring that ESOL strategies are being effectively used within the School. Appropriate strategies and activities are evident in lesson plans for all teachers providing instruction to ELL students. ESOL strategies and teaching methodologies to be used in the classroom include, but are not limited, to:

- Speaking slowly, enunciating clearly, and using nonverbal language (e.g., facial expressions and gestures) when communicating with ELLs
- Arranging for students to have peer support in the classroom from students who are proficient in English and working on grade level
- Labeling of items in the classroom
- Using pictures, manipulatives, concept maps, student drawings, mnemonic clues, visualization, five-senses organizer
- Providing guided reading opportunities and explicit instruction in vocabulary and spelling,
- Modeling, engaging in think-alouds and using guided questions
- Having native language/English dictionaries available for students in classrooms
- Identifying similarities and differences; using graphic organizers (mapping, Venn diagrams, cause-and-effect organizers)
- Engaging students in group projects, using the language experience approach, engaging in shared reading and writing opportunities, using cooperative learning approach.

English Language Learners shall be entitled to equal access to programs and support services provided by the school. ELLs not meeting state standards and struggling academically require a review by the ELL committee to develop an appropriate progress monitoring plan that may include intensive reading remediation, tutoring, and additional academic supports.

**G. Explain the school’s current process for MTSS/Rtl, specifically with documentation of progress monitoring and the assessments used.**

To provide the highest quality education possible for all students, Sunrise High School implements the Multi-Tiered System of Supports/Response to Intervention (MTSS/Rtl) model. This framework uses evidence-based instruction and interventions, progress monitoring, and evaluation for ongoing tracking of individual student progress in order to make informed decisions about the educational needs of each child. The MTSS/Rtl model provides students who do not respond to instruction with increasingly intensive levels of intervention. provide interventions at the school level, classroom level and/or individual level. By implementing the Rtl process, the school identifies students at risk for poor learning outcomes, monitors student progress, provides evidence-based interventions and adjusts the intensity and nature of those interventions depending on a student's responsiveness. The Tiered Academic Interventions are described below.

Tier 1 instruction addresses the needs of most students and delivers high quality instruction that is culturally and linguistically responsive to the student population. The school uses the *Edison Learning eCourses* curriculum. Students requiring interventions will be required to complete targeted skills-based lessons in conjunction with the online curriculum using additional *eCourses* resources. Additionally, all students are required to complete a specific number of lessons in *Reading Plus* at the beginning of each day or learning session. Students scoring a Level 1 or 2 on the FSA ELA are enrolled in an Intensive Reading course. *Edge* is used as the core curriculum program for grades 9-12. It is the school’s goal that every student demonstrates more than one year's growth in reading and math by the end of each school year.

Students who are not making progress through Tier 1 core instruction in reading and/or math are referred to the CPST. At Tier 2, the school uses the research-based reading programs—*Edge* and *Reading Plus*—along with appropriate reading strategies with students who require additional support. Students at Tier 2 are scheduled for specific small-group, direct instruction and interventions on specific days and times. To assist students who are struggling in math, the school uses a research-based program such as *Study Island* and/or *Algebra Nation* to provide students with necessary instruction and interventions at specific times during the week. If the Tier 2 program implemented for the student does not show improvement over the designated time for the interventions, the CPST may recommend additional time for the Tier 2 interventions, or the team may recommend Tier 3 interventions.

At Tier 3, Sunrise High School provides more intensive instruction in reading or math (as needed). For reading, the school uses the *Reading Plus* program as well as the *Rewards* program. In the area of math, Tier 3 students receive instruction using a research-based program such as *Study Island* and/or *Accelerated Math* program as well as a variety of resources from the *eCourses* curriculum to address foundational skills in math. Tier 3 students receive intensive instruction in groups of no more than five students. Within that group, students may also receive one-on-one instruction as needed. Tier 3 interventions are more intense than Tier 2 interventions and require students to work more frequently with the reading or math interventionist at scheduled times each week (for a designated period). Parents/guardians are asked to participate in the process and to assist students in making progress.

○ **Describe the charter school’s collaborative problem-solving team (CPST).**

The Collaborative Problem-Solving Team (CPST) consists of Sunrise High School’s Principal, the ESE Coordinator, General Ed Teacher, Parent, Student (as appropriate), and any other relevant service providers. The school also works with Broward County Public School’s designated ESE Specialist as necessary in accordance with

- **How does the charter school encourage and document parent participation during the Rtl process?**

Although many students at Sunrise High School are over the age of majority, the school encourages and documents parent participation at all stages of the MTSS/Rtl process when applicable. As struggling students are identified, the CPST provides parents with written notification informing them of any plan to initiate interventions or evaluations for their child. Parents and students are encouraged to provide input to assist in making appropriate decisions. Parents and/or students are provided with a copy of the intervention plan. When a student is provided with a plan by the CPST, a record of student performance is documented by the CPST.

- **Describe the charter school's data analysis process for all tiered interventions.**

Sunrise High School uses a data analysis process to provide and evaluate the effectiveness of multiple tiers of academic, behavior, and/or social-emotional instruction and intervention supports matched to student need in alignment with educational standards. The Collaborative Problem-Solving Team (CPST) meets to review school-wide data on individual students who are exhibiting academic and/or social-emotional difficulties. The CPST utilizes the MTSS 4 Step Problem Solving Process:

1. Define/identify the problem
2. Analyze the problem
3. Develop and implement a plan
4. Measure/Monitor Response to Intervention(s)

This process involves the collection of multiple points of student information data including, but not limited to, grade history, background information, attendance information, behavioral reports, and assessment data. This pool of information is coupled with data points from ongoing progress monitoring and interventions. After analysis by the CPST, a data-driven, decision-making process is followed to determine actions (i.e., interventions, adjustment of interventions, possible referral). The CPST maintains parents (and students, as appropriate) involved in the process.

#### **H. Explain the charter school's current process to implement an Early Warning System (EWS).**

Sunrise High School implements an Early Warning System (EWS) to identify students who are at risk of dropping out, allowing educators to intervene early. EWS is also used as a preventative measure to get students back on track for graduation. Students are identified based on academic and engagement data, such as absenteeism, course failure, grade point average (GPA), credits and discipline referrals.

- **Describe how the charter school obtains the data and how often the EWS data is updated to reflect student improvement**

The CPST at Sunrise High School uses the Early Warning System Data to identify students who exhibit two or more risk factors and follows the problem-solving process to determine appropriate strategies and interventions. The EWS data for students is updated on a bi-monthly basis to determine if progress has been made and inform decisions.

- **Provide an in-depth description of the additional interventions provided to students identified on the Early Warning System with a focus on attendance, behavior, Level 1 and 2 students, students performing below grade level, and students exhibiting two or more indicators.**

The student population served by Sunrise High School typically exhibits two or more EWS indicators that include poor attendance, behavioral infractions, Level 1 and 2 scores in math and/or reading, students, and course failure in reading and/or math. The school's mission is to provide an innovative, flexible and individualized program that will allow these students to earn a standard high school diploma. Additionally, the school's vision is to prepare each student to achieve post-graduation goals related to college and careers. In order to accomplish these goals, Sunrise High School must address the numerous obstacles faced by the majority of students who attend the school. As demonstrated through the school's improved school performance as well as its record of success in graduating students, Sunrise High School has proven that in order to achieve its goals, the school must continue providing students with "wrap around" services that include not only academic guidance and support, but also social-emotional support and individualized mentoring. The school has identified three key areas for improvement this year and developed strategies for each of these areas. As stated in response to [Question 1.C](#) above, the three key areas of focus this year are as follows: (1) Student Attendance; (2) Professional Development; and (3) Explicit, Teacher-Directed Instruction. A detailed summary of strategies implemented by the school this year are also provided in response to [Question 1.C](#).

## **Attachments**

### **Section 3: EDUCATIONAL PROGRAM IMPLEMENTATION**

– No Attachments –

# FINANCIAL PERFORMANCE

## 1. FINANCIAL MANAGEMENT

Section Evaluation		Final Rating
Partially Meets the Standard	Lourdes Panizo, 11/19/19	Partially Meets the Standard
Partially Meets the Standard	Reynaldo Tunnermann, 11/20/19	

### 1. FINANCIAL MANAGEMENT

#### Financial Management:

- A. *Demonstration of Professional Competence and Sound Systems in Managing the Schools Financial Operations*
- B. *Adherence to Generally Accepted Accounting Principles*
- C. *Financial Reporting Requirements*

#### In the narrative:

#### **A. Explain how the charter school implements an effective, detailed system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.**

Sunrise High School has consistently implemented an effective system of controls over revenues, expenses, and fixed assets. The school exercise good business practices and uses sound systems in managing the school's financial operations. The Governing Board is responsible for the oversight of the school's financial stability and accountability, as specified in Florida law. The School's Governance Manual contains a section titled *Exhibit G - Accounting Practices and Internal Funds Policies* that describes the policies and procedures followed by the Board to ensure strong internal controls over financial management and compliance with all financial reporting requirements. Detailed financial statements are prepared each month and presented to the Governing Board for review and approval. The Governing Board annually selects an independent auditor to audit the School's financial records in accordance with the applicable Florida laws.

#### **B. Explain how the charter school adheres to generally-accepted accounting principles.**

The Governing Board of NorthStar Academy contracts for all accounting services with an educational service provider (ESP), EdisonLearning, that demonstrates proven relevant professional experience to ensure that all accounting functions are conducted with strict adherence to generally-accepted accounting principles. The Governing Board of NorthStar Academy fully and continuously monitors the ESP and other contracted service providers. The Governing Board also provides for an annual independent audit, which in part reviews and reports on the School's adherence with generally-accepted accounting principles.

**C. Explain how the charter school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school’s contract.**

The school employs a compliance manager who is responsible for the monitoring, tracking and timely delivery of all financial and operational reports required under the contract. The Governing Board also requires written monthly financial and operating reports from the ESP to monitor compliance. Such reports include all financial reports defined in the school’s contract including both monthly and annual reporting.

**Attachments**

**Section 1: FINANCIAL MANAGEMENT**

– No Attachments –

**2. FINANCIAL VIABILITY**

**Section Evaluation**

Meets the Standard Cecilia Zereceda, 11/19/19	<p style="text-align: center;"><b>Final Rating</b></p> <p style="text-align: center;"><b>Meets the Standard</b></p>
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**1. FINANCIAL VIABILITY**

Financial Viability:

- A. Budgeting
- B. Financial Obligations
- C. Long-Term Financial Planning

In the narrative:

**A. Explain how the charter school maintains a balanced budget and a positive cash flow.**

The Governing Board of NorthStar Academy contracts with an educational service provider (ESP), EdisonLearning. An EdisonLearning controller works closely with School leadership and other NorthStar Academy staff to develop an annual budget based on actual experience, district guidance and conservative projections. The Governing Board of NorthStar Academy thoroughly reviews and approves the budget annually as required by Florida laws. The controller works with the School Leader continuously throughout the year to ensure that program expenses are adjusted as necessary to insure that the School operates within a balanced budget. The Governing Board is presented with budget vs. actual reports each month accompanied with explanations for any significant variances. The Controller also works with the School leader to ensure that the timing of all expenditures provides for a positive cash flow throughout the year.

**B. Verify that the charter school’s financial obligations are in good standing.**

The School's current financial obligations consist exclusively of accounts payable and accrued liabilities for current operations and all accounts are in good standing and payments are current.

**C. Provide a detailed explanation of the sound and sustainable long-term financial plan for the charter school.**

Sunrise High School has maintained a strong financial position in recent years due in large part to a consistent enrollment that hovers right at or just below the school's capacity. However, the school and the Governing Board recognizes the risk associated with a loss of strong enrollments numbers and is continuously looking for new ways to recruit and retain students (i.e., expanding CTE offerings). Additionally, the school maintains a reserve to further strengthen the school's long-term financial health.

The Projected Five-Year Budget for Sunrise High School for 2021–2025 is included as Attachment Q.

The school's Revenue Estimate Worksheet for 2020-2021 is included as Attachment R.

**Attachments**

**Section 2: FINANCIAL VIABILITY**

– No Attachments –

# ORGANIZATIONAL PERFORMANCE

## 1. STUDENT ENROLLMENT AND CONDUCT

Section Evaluation		Final Rating
Partially Meets the Standard Sean Brown, 11/21/19		<b>Partially Meets the Standard</b>
Meets the Standard Marion Williams, 11/27/19		
Meets the Standard Jill Young, 11/27/19		

### 1. STUDENT ENROLLMENT AND CONDUCT

All schools will commit to the Florida Educational Equity Act, Section 1000.05(2)(a), Florida Statutes and other Federal and/or State statutes that forbid discrimination on the basis of race, gender, marital status, ethnicity or disability.

**Student Enrollment and Conduct:**

- A. *Student Enrollment Trends*
- B. *Racial/Ethnic Composition of the Student Body*
- C. *Enrollment Procedures*
- D. *School Environment*

**In the narrative:**

- A. **Explain if the charter school’s actual enrollment has been consistent with its projections.**
  - **If it has not been consistent, what measures has the charter school taken to increase student enrollment.**

Sunrise High School’s student enrollment projections were that the school would be serving up to 550 (as listed in previous application) during each year of the charter term. The October and February FTE for each year of the current charter term is shown below:

2018-2019: October – 421; February – 423; Average – 422.0

2017-2018: October – 402; February – 411; Average – 406.5

2016-2015: October – 356; February – 401; Average – 378.5

2015-2016: October – 308; February – 313; Average – 310.5

Over the past 4 years, the average enrollment (Oct & Feb FTE counts) has gradually increased. The enrollment in the February FTE count is usually slightly above the October FTE enrollment during the same school year. The FTE for each year is projected using the previous school year’s



October and February FTE count average. As there have been only gradual enrollment increases from year to year, the actual FTE reported is consistent with projected enrollment.

**B. Provide the demographics of the community the charter school serves.**

An online review of the demographics for the community served by the school (Area Code 33311) shows the following:

White – 2.1%

Black or African American – 92.1%

Hispanic – 4%

Asian – 0.4%

Hawaii-Pacific Islander – 0%

American Indian or Alaskan Native – 0.1%

Two or More Races – 1.2%

**C. Describe the charter school's current enrollment procedures as defined in the charter school's contract and in compliance with applicable law.**

Applications are accepted on a rolling basis and the entire school year is considered an open enrollment period. All applications are date/time stamped as they are received and filed. If the number of applications exceeds the capacity of the program, class, grade level, or building, a public lottery will be held to determine which applicants are admitted. The number of seats available will be determined by the number of students who recommit minus the capacity. This is in compliance with 1002.33(10) (b). The drawing will continue until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. If a lottery is necessary, then the lottery will be system generated. Parents will be notified in writing of their child's acceptance and will have a specific timeline to respond to the school in writing of their decision to attend. If an accepted applicant decides not to attend the school, the slot will be given to the first person on the waiting list.

***Preference Categories***

- All preference categories shall be processed prior to the lottery being conducted.
- All applicants entitled to receive an initial placement preference shall be identified PRIOR to the lottery.
- Preference status entitles an applicant to be offered an available seat ahead of applicants without a preference status.
- Enrollment preferences shall be given to the following student populations:
- Applicant sibling of a currently enrolled student
- Students of active duty military personnel
- Applicant children of an employee of the charter school
- Applicant child of a charter board member
- Siblings who are applying for the first time will receive preference only after one of the siblings has been accepted.

***Enrollment Process***

Sunrise High School's Enrollment Coordinator will send for permanent record; transcript from the last school attended; verification of address/ parents' address by current utility bill, tax receipt; contract for purchase of home; authenticated birth date; immunization records showing proof of proper immunization, physical examination by a private physician or the County Health Department, within twelve months prior to entry of Florida Schools; report card or transcript from the last school attended; baptismal certificate showing date of birth, place of baptism, accompanied by parents' sworn affidavit; insurance policy on the student for at least two years; record of child's birth accompanied by parents' sworn affidavit; passport or certificate of arrival in the US showing age of child, parents' sworn affidavit with a certificate of examination from a health officer or physician verifying the student's age, immunization records showing proof of proper immunization.

**D. Describe the charter school's plan to ensure a safe and secure environment.**

The safety of our students and employees is a top priority at Sunrise High School. The Marjory Stoneman Douglas High School Public Safety Act (SB 7026) is a comprehensive new law that focuses on public and school safety. This new state law requires an armed, trained, first responder on every school campus during the school day which began in the 2018-2019 school year. In conjunction with State and District regulations, Sunrise High School will complete a Florida Safe Schools Assessment Report (FSSAT) and develop a security plan for the School that includes school safety and security for students, staff, the facility, and property. Options to consider include emergency equipment, training and exercise, intelligence and information sharing, and communication and notification procedures.

***School Security & Threat Management***

Collaboration between law enforcement agencies and the school is paramount in ensuring school safety. Sunrise High School employs a full-time armed Security Guard to promote and maintain a safe environment in and around the school. Sunrise High School's Security Guard is also called upon to ensure the smooth flow of vehicle traffic and prompt session changes with no loitering.

***Security Guard***

Sunrise High School's Security Guard monitors school grounds and areas adjacent to the school. Duties include, but are not limited to, reporting of delinquent activities, investigate allegations of criminal incidents per police department policies and procedures, enforcement of laws pertaining to possession/use/sale of controlled substances including alcohol, cigarettes, and drugs and weapons violations. The Security Guard assists Sunrise High School officials with their efforts to enforce the school's policies and procedures including the student's emotional state that may present a risk, assist Sunrise High School administrators in emergency crisis planning and building security matters. The Security Guard is visible within the school, build working relationships with Sunrise High School staff as well as with students, parents, and community groups.

***Protective Measures***

Sunrise High School aligns school safety and security plans with state and district regulations and establish goals and strategies including, but not limited to, active shooter training to all staff and students, safety drills, fire drills, lockdown drills, tornado drills, and any other drills identified by the District, in compliance with the District's regulations. The school follows all safety and emergency procedures established by Broward County Public Schools and reviews them with all staff members prior to the first day of school for

students. The training includes policies and procedures related to the safety of students, staff, and visitors, as well as all measures regarding the security of the facility and property. Sunrise High School implements the following protective measures to ensure the safety of the students, staff, facility and property:

- Full-time Dean of Students
- Full-time Security Guard
- Direct communication with law enforcement
- Drills and exercises with local public safety response
- Grounds inspections
- Monitoring of security cameras

***Communications***

Sunrise High School uses a school radio system interoperable with school district police, local law enforcement and local fire rescue. Telephone service includes internet with 911 procedures in place. Notification systems include, but are not limited to, electronic messaging, message boards, phone notifications, intercom, and social media. The school receives districtwide communication in the event of a school wide emergency.

***Sensors and Alarms***

Sunrise High School uses video monitoring with a color security camera system that includes interior and exterior monitoring that is connected to emergency back-up power, recorded and stored up to four weeks, and includes remote access to security camera feeds. A keyed alarm panel is available and alarm codes have been dispersed to a limited number of staff members.

***Crisis and Threat Assessment Teams***

Sunrise High School has assembled a threat assessment team with access to an emergency crisis team that provides counseling and other support in dealing with emergency situations. The school has developed a Mental Health Allocation Assistance Plan to provide the necessary counseling services in alignment with district requirements.

**Attachments**

**Section 1: STUDENT ENROLLMENT AND CONDUCT**

– No Attachments –

**2. FACILITIES**

**Section Evaluation**

**Final Rating**

Meets the Standard Victoria Stanford, 11/26/19



## 1. FACILITIES

### Facilities:

- A. *Facilities Compliance*
- B. *Health and Safety*

### In the narrative:

#### **A. Explain how the charter school's facilities comply with applicable laws and codes.**

Sunrise High School complies with all applicable laws and codes to ensure the facilities are kept safe, clean, well-maintained and secure for students and staff. The school is designed to enable the school to implement its academic model. The school facility complies with applicable health codes, inspection and safety requirements. Since its opening, the school has properly and consistently maintained its facility according to the Florida Building Code pursuant to Chapter 553. The Certificate of Occupancy and all applicable health, safety and fire inspections serve as evidence of the school's compliance with all laws and codes relate to the facility.

#### **B. Explain how the charter school complies with applicable health and safety laws.**

Sunrise High School complies with all safety and security laws. To ensure the safety of all employees, students, and visitors, there is a central point of entry to the school building that is monitored during school hours. All staff and students are issued a school ID that is to be worn at all times while on campus. Visitors who enter the school must enter using the central point of access, produce government issued identification, and sign in and out of the building with the Office Manager or designee. Upon arrival at school and entry into the school building, students are "wanded" with a hand-held metal detector. The building is equipped with interior and exterior security cameras and there is a full-time armed Security Guard to ensure the security of students, staff, and visitors.

At Sunrise High School, all health and safety inspections are conducted on an annual basis to ensure that the school complies with all building and fire prevention codes, safety inspections, ADA requirements, and health and sanitation requirements. If there are any deficiencies noted in final reports, the school leader is accountable for taking immediate steps to ensure corrections are made.

All required fire drills, code red drills, and tornado drills are conducted each year. Drills are done during morning and afternoon sessions to ensure that all students are able to participate in them. Throughout the building and in classrooms, evacuation routes are posted.

Sunrise High School complies with the Broward County Public Schools safety and emergency procedures. At the opening of each school year, staff is provided with a PowerPoint presentation on all policies and procedures that include, but are not limited to, the following:

- Lockdown
- Evacuation
- Emergency Communication

- Safe Team
- Emergency Codes and Required Actions
- Prevention Preparedness
- Critical Incidents
- Campus/Building Safety
- Security Monitoring
- School-wide Safety Plan

## Attachments

### Section 2: FACILITIES

– No Attachments –

## 3. GOVERNANCE, STAFF AND PARENTS

### Section Evaluation

		Final Rating
Meets the Standard	Khandia Pinkney, 11/6/19	<b>Partially Meets the Standard</b>
Does Not Meet the Standard	Maria Yen, 11/15/19	
Meets the Standard	Aneatra King, 11/22/19	
Meets the Standard	Debbie-Ann Scott, 11/26/19	
Meets the Standard	Brenda Santiago, 12/2/19	

### 1. GOVERNANCE, STAFF AND PARENTS

#### Governance, Staff, and Parents:

- A. *Governance Structure*
- B. *Compliance with Sunshine Laws*
- C. *Instructional Staff*
- D. *Parental Involvement*

#### In the narrative:

#### A. Explain how the governing board/charter school implements the governance structure as defined in the school's contract.

NorthStar Academies, Inc. is the non-profit entity and legal name of the Governing Board that oversees the operation of Sunrise High School. The Governing Board is responsible for overseeing the academic, financial, and operational performance of the school. The

Board sets all school-wide policies and procedures, assumes responsibility for compliance with the charter contract and applicable laws and regulations, and monitors the school's adherence to its mission and vision. The Board recruits, interviews, selects and evaluates the school's Principal. The Board delegates the day-to-day operations to the Principal and other administrative staff and has clearly established the reporting relationship between the Governing Board and the administrative staff. The Governing Board is responsible for approving budgets and ensuring that it implements sound fiscal procedures and remains financially viable. The Governing Board meets on a scheduled basis, as stipulated in the Governing Board bylaws. All meetings are advertised and conducted in adherence to the Sunshine Law. The Board monitors student performance throughout the year to ensure that the school's educational program is effectively meeting its students' needs.

○ **How does the governing board maintain compliance with training and fingerprinting requirements?**

The school's governing board (legally named NorthStar Academy, Inc. Governing Board) consists of a group of highly competent and dedicated professionals. As set forth in Rule 6A-6.0784, all Governing Board members are trained in the areas of Florida Sunshine Law, Ethics, Conflicts of Interest, Financial Responsibility, and Board Roles and Responsibilities, by a state-approved vendor. All Governing Board members are finger printed prior to assuming his/her role as a board member. Certificates of Completion for Governance Board Training (for initial training or refresher training) and documentation of fingerprinting are on file.

**B. Provide an explanation or verification of how the governing board/charter school complies with Sunshine Laws as applicable to charter schools and laws governing public records.**

The school's Governing Board participates in state-mandated governance training that includes, but is not limited to, comprehensive training in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. The training is provided by a vendor approved by the Florida Department of Education. The Governing Board complies with Florida Statutes relating to public records and public meetings. All meetings of the Governing Board are open to the public and proper advance notice of the meeting is posted in the school office and on the school's website. The Governing Board complies with the State of Florida Sunshine Laws and conducts public meetings throughout the year as stipulated in the bylaws. Governing Board meeting minutes are kept on file by the Board Chair, the School District, and on the school's website.

**C. Employment/Staffing**

○ **Explain how the charter school employs instructional staff that meets state and federal qualifications.**

All instructional staff at Sunrise High School must be appropriately certified and qualified in compliance with applicable federal laws and state requirements as well as the school's design. The school closely monitors teacher certification to ensure that all teachers are certified to teach the subjects/courses they are assigned to teach as specified in the Florida Course Code Directory:

<http://www.fldoe.org/policy/articulation/ccd/2018-2019-course-directory.stml>. All state guidelines, policies and procedures regarding appropriate teacher certification are followed, as delineated in <http://www.fldoe.org/teaching/certification/>, to ensure that all teachers at the school maintain appropriate certification.

Prior to conducting an interview with a potential employee, the Principal verifies that the candidate meets all state qualifications and requirements for the position for which the candidate is interviewing. If a candidate is not fully certified due to a need to pass any state exam and the Principal considers this candidate to be excellent, the person is hired on a "Waiver" and the Principal monitors his/her certification status throughout the year. The Principal adheres to all current state guidelines with regards to the allotted time teachers are given to pass state exams. As required by s. 1002.33(12)(g) F.S., the school requires all employees to be fingerprinted and drug-screened. Teachers must complete all courses required by the META Consent Decree to work with English Language Learners, or be in the process of completing all required courses based on their teaching position.

The Staffing Report and Certification Self Audit for Sunrise High School are located in Attachment V.

- **Explain the system that the charter school uses for teacher and administrator evaluations.**

The state-approved Marzano model is used to evaluate instructional and administrative personnel at Sunrise High School. Per F.S. 1012.34, at least 1/3 of the final evaluation rating for instructional personnel and administrators will be based on student growth and at least 1/3 will be based on instructional/leadership practices. The remainder will be based on professional and job responsibilities.

The Marzano Evaluation Model for teachers is designed around five underlying concepts: 1) Teachers can increase their expertise from year to year which can produce year to year gains in student learning; 2) A common language of instruction and evaluation is the key school improvement strategy; 3) The common language must reflect the complexity of teaching and learning; 4) Focused feedback and focused practice using a common language provides opportunities for teacher growth; and 5) The Marzano Evaluation Framework is a causal model. When appropriately applied at the appropriate time, teacher efficacy will improve and student learning will follow. The Marzano instructional tool consists of four distinct domains: 1) Classroom Strategies and Behaviors, 2) Planning and Preparing, 3) Reflecting on Teaching, and 4) Collegiality and Professionalism. Instructional staff members will develop an individual Growth Plan each year that is approved by the Principal. The Principal conducts observations throughout the year, as well as a Mid-Point Evaluation and Final Evaluation. Evaluation results are used to determine professional growth needs for instructional personnel.

Through the Marzano iObservation, school administrators develop an individual Growth Plan each year that is approved by the ESP (as required by the Board). The Board has delegated to the ESP the responsibility of conducting a Mid-Point and Final Evaluation of the Principal. The Principal's Final Evaluation Rating is based on his/her effectiveness as a leader, combined with student growth outcomes for the school. The Principal uses the same tool to evaluate any other administrator. Evaluation results are used to determine professional growth needs for administrators.

- **Provide the approved and adopted pay for performance plan and salary schedule if it has been recently updated.**

Sunrise High School recognizes that a significant contributor to staff retention is to provide competitive salaries and benefits for employees. A qualified and stable instructional staff is an important part of ensuring high student achievement at the school. As such, the

Governing Board has developed a compensation plan that includes the following:

- The beginning teacher salary is budgeted at \$ 40,000.
- The average teacher salary is budgeted at \$43,000 to ensure the school's ability to attract and retain qualified teachers (FL Salary ranges from \$40,000 - \$51,500.12, with an average of \$44,727)
- Health benefits that include major medical, dental, vision, Critical Illness, Employee Assistance Program, Flexible Spending Account, Basic & Voluntary Life Insurance and voluntary short-term and long-term disability;
- Employment Benefits include five days of paid leave (10-month employees: no personal, no vacation); 3-5 bereavement days depending on relationship; approved paid or non-paid leave for medical leave or family crises;
- Reimbursement for courses and state application for reading endorsement; and
- Performance pay (as described below).

The School's compensation plan rewards highperforming teachers with annual bonuses based on their performance and the academic progress of their students. The plan is a multifaceted program for rewarding educational excellence through individual teacher recognition. As part of the plan, all teachers will have a portion of their salaries based on their students' learning gains. Those teachers who are recognized as highly effective will receive a bonus. The Board values outstanding performance and believes that rewarding excellent employees will have a positive impact on staff retention. For those teachers who teach subjects tested by a statewide assessment, the school will analyze their students' achievement or learning gains for the previous year. Teachers who meet a specific threshold will receive a bonus. For those teachers who do not teach subjects tested by a statewide assessment, the school will identify teachers who are considered highly effective based upon their students' performance on school-determined assessments or outcome measures.

**D. Demonstrate how the charter school has and is effectively involving parents in its programs as defined in the school's contract or prior application.**

Parent involvement is an important component for student success and begins upon student enrollment and orientation. Parents will be encouraged to attend meetings regularly such as, "Parent Night", which provide parents the opportunity to tour school, meet teachers, and learn tips to support student learning and attendance. Importance will be placed on grade promotion, high school graduation, post-secondary options, college and career readiness, military enrollment, and employment.

Sunrise High School actively involves parents in our school through the following events:

- In-School PTA program
- Annual Back-to-School Night
- FAFSA/College Night
- Career Day
- Senior-Parent Meeting
- Author of Purpose/Parent mentor
- Prom Committee
- Senior Awards
- Thanksgiving Day Feast
- Food Drives
- School Clothes Drive and Give Away

Sunrise High encourages parents to share their career/work experience and expertise



during various events throughout the year. Effective communication, such as ParentLink®, email, meetings at school and home visits are conducted throughout the year. A positive relationship with parents ensures that parents are more actively engaged in the educational process at Sunrise High School.

Sunrise High School has a school representative to facilitate parental involvement, provide access to information, assist parents with questions and concerns, and resolve disputes as outlined in s. 1000.33(7)(d)1., F.S.

## **Attachments**

### **Section 3: GOVERNANCE, STAFF AND PARENTS**

– No Attachments –

# ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

## 1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

<b>Section Evaluation</b>	
Attachments Added Rhonda Stephanik, 12/3/19	<b>Final Rating</b> Attachments Added

### Attachments

#### Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	<a href="#">Attachment W - Newsletter</a>	McCoy, Pamela, 10/30/19 6:48 PM	PDF / 128.295 KB
1.2	<a href="#">Attachment V - Certification Self Audit</a>	McCoy, Pamela, 10/30/19 6:45 PM	XLSX / 26.331 KB
1.3	<a href="#">Attachment U - Discipline Reporting (Each Category, Prior 5 Years)</a>	McCoy, Pamela, 10/30/19 6:25 PM	PDF / 52.031 KB
1.4	<a href="#">Attachment T - Discipline Reporting (Each Category, Prior 5 Years)</a>	McCoy, Pamela, 10/30/19 6:24 PM	PDF / 52.339 KB
1.5	<a href="#">Attachment S - Student Enrollment Reports</a>	McCoy, Pamela, 10/30/19 6:24 PM	PDF / 52.021 KB
1.6	<a href="#">Attachment R - Revenue Estimate Worksheet for 2020-2021</a>	McCoy, Pamela, 10/30/19 6:23 PM	XLS / 222.5 KB
1.7	<a href="#">Attachment Q - Projected Five (5) Year Budget for 2021-2025</a>	McCoy, Pamela, 10/30/19 6:22 PM	XLSTM / 1.833 MB
1.8	<a href="#">Attachment N - Fixed Asset Reports</a>	McCoy, Pamela, 10/30/19 6:22 PM	PDF / 140.936 KB
1.9	<a href="#">Attachment K - Graduation Rate</a>	McCoy, Pamela, 10/30/19 6:21 PM	PDF / 110.626 KB
1.10	<a href="#">Attachment J - SIR</a>	McCoy, Pamela, 10/30/19 6:21 PM	PDF / 182.463 KB
1.11	<a href="#">Attachment I - Progress Monitoring Reports</a>	McCoy, Pamela, 10/30/19 6:20 PM	PDF / 4.388 MB

1.12	<a href="#">Attachment H - Early Warning System Data</a>	McCoy, Pamela, 10/30/19 6:19 PM	PDF / 70.018 KB
1.13	<a href="#">Attachment C - EOC</a>	McCoy, Pamela, 10/30/19 6:18 PM	PDF / 217.727 KB
1.14	<a href="#">Attachment B - FSA</a>	McCoy, Pamela, 10/30/19 6:18 PM	PDF / 324.111 KB

## Recommendation

School Name:	<b>Sunrise High FKA Mavericks High Of Central Broward County</b>
Primary Contact:	<b>Martie Parker-Lovely</b>
Submission Date:	<b>October 31, 2019</b>
Recommendation Date:	<b>February 3, 2020</b>
Recommended By:	<b>Rhonda Stephanik</b>
Charter Status:	<b>Granted</b>

Based on the review and evaluation of Sunrise High School's Renewal Program Review, the Superintendent's Charter School Review Committee is providing to the Superintendent an approval for a five-year renewal of the school's charter agreement. The Superintendent will provide the approval to The School Board of Broward County, FL for final consideration.